DOCUMENT RESUME

ED 135 682 95 SO 009 716

AUTHOR Pratt, Francis E.
TITLE Teaching about Aging.
INSTITUTION ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
REPORT NO SSEC-197
PUB DATE 76
NOTE 78p.
AVAILABLE FROM Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Order SSEC Publication No. 197, $3.25 paper cover)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Age Groups; Case Studies; Course Objectives; *Curriculum Development; *Educational Gerontology; Elementary Secondary Education; Instructional Materials; Interdisciplinary Approach; Learning Activities; *Older Adults; *Senior Citizens; Social Problems; *Social Sciences; Social Studies; Teaching Techniques

ABSTRACT

This paper discusses the need for teaching about aging as part of the school curriculum; examines some of the important issues about aging in American society; relates aging to the various disciplines of the social sciences; and suggests teaching strategies, learning activities, and resources materials for grades K-12. The first chapter answers the question, Why teach the young about the old? The second chapter examines the treatment of older people, relating aging to patterns of segregation, poverty, and youth orientation. The third chapter presents suggestions for incorporating the topic of aging in any or all of the social sciences. The fourth chapter describes 17 classroom-tested activities which can be used by secondary and elementary teachers. Seventeen additional activities specifically for elementary grades are listed. The final chapter examines ways to incorporate the topic of aging into the curriculum, using an integration approach and a mini-course approach, and suggests ways to evaluate the accomplishments of such activities. Specific objectives and goals are provided. An extensive resource bibliography and ERIC document section appends the resource guide. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED135682

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TEACHING ABOUT AGING

by

Francis E. Pratt

Francis E. Pratt is a teacher at Acton-Boxborough Regional High School in Acton, Massachusetts.

SP009716

Published jointly by:

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, and

Social Science Education Consortium, Inc., Boulder, Colorado

1977

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Council for the Social Studies for critical review and determination of professional competence. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council for the Social Studies or the National Institute of Education.

ORDERING INFORMATION

This publication is available from:

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302
(ORDER SSEC PUBLICATION NO. 197)

It is also listed in *Resources in Education* and can be obtained in microfiche and hard copy from the ERIC Document Reproduction Service, identified as SO 009 716. See *Resources in Education* for ordering information and ED number.

TABLE OF CONTENTS

Preface.....iii

Chapter 1: Why Teach the Young About the Old?.....1

Chapter 2: Who Are The Elderly?.....7

Chapter 3: Aging and the Social Studies.....19

Chapter 4: Strategies for Teaching and Learning.....29

Chapter 5: Aging in the Curriculum.....47

References.....57

Resources for Teaching and Learning.....59

i

PREFACE

Educators are often concerned about educational endeavors that stress content at the expense of good teaching methodology or teaching emphases that are inadequately rooted in sound content. Francis Pratt has created a remarkable blend of sound content and feasible methodology in this timely paper on a subject of growing importance for our formal educational system as well as for all Americans.

Chapter 1 presents the need for education about aging, primarily in terms of the personal classroom experience of the author. Chapter 2 puts the treatment of older people in the context of the omnipresent patterns of division and segregation that exist in our culture, of selected quantitative data that illustrate the position of the elderly, and of the values and viewpoints in our society which affect the lot of older persons.

Chapter 3 presents two colorful and contrasting case studies of older persons and suggests ways in which these studies can enlighten and be enlightened by our knowledge of history, political science, economics, sociology, psychology, and anthropology. Chapter 4 presents a rich resource of 17 tested ideas for student activities, dealing with values and stereotypes and using simulation and role playing. A special listing of 17 ideas for study in the elementary grades is included. Chapter 5 deals with the problem of how to plan a curriculum that includes study of the problems of aging, including suggestions about goals and objectives, grade placement, and evaluation--all enriched by accounts of the author's own experience with these approaches.

I personally know Francis Pratt to be a remarkable teacher, whose love of and sensitivity toward people are not confined to the students whom he so effectively teaches. In this booklet, he has combined those qualities with excellent scholarship and writing, to produce a publication that should be very useful to teachers at all levels who wish to explore the problems of aging with their students.

Irving Morrissett
Executive Director, Social Science
Education Consortium, Inc.
Director, ERIC Clearinghouse for Social
Studies/Social Science Education

Chapter 1

Why Teach the Young About the Old?

When the high school graduating classes of 1976 hold their 25th-year reunions, one of every five Americans may be over 65 years of age.* Compare this to the year 1900, about the time these students' grandparents were born. At that time, only one of every 25 Americans has reached the "golden age" of 65. Each year new medical advances push up life expectancy with the obvious result that older people make up a constantly larger portion of the country's population. The implications for American society are tremendous.

How do today's young people feel about growing older in a world that promises them typical life spans reaching into the 70s, 80's or more? It was only by accident that I gained some insight into how they feel when I assigned a "personal status biography" to my high school anthropology classes.

Very simply, the assignment was for each student to make a list of status names he had acquired, or might acquire, between the ages of one and 70. Students had no difficulty in assigning themselves status names for the past and present, such as "infant," "first grader," "teenager," and "licensed driver" at the appropriate ages. They also found it easy to project themselves into the near future as "high school graduates," "college students," or "parents." But the further they got from the present, the more difficult it became.

Many students who could visualize themselves as parents in their 20s apparently could not imagine themselves as grandparents in their 40s, much less as great-grandparents in their 60s. In many cases, students simply gave up around age 40 and left the rest of the list blank. Those who did complete their biographies revealed very stereotyped and negative images of what it is like to grow older. Typical of the terms used to describe

*Predictions about the ratio of people over 65 by the end of this century vary from one out of four to one out of eight. The variations are due to the fact that some predictions are based on present growth rates and longevity, while others assume a declining birth rate and/or a growing longevity due to medical advances.

themselves between ages 60 and 70 were: old geezer, feeble, arthritic, old goat, senile, crazy, rheumatic, recluse, old bag, and fuddy-duddy. Some students at age 70 simply listed themselves as "dead" or "corpse."

It was shortly after this somewhat jolting experience with the status biographies that Marilyn Putnam, a member of the local Council on Aging, approached me about doing something in my classes regarding the problems of the elderly. It took no persuasion to convince me that something should be done.[6] I talked with a colleague, George Frost, who was teaching sociology in a room adjacent to mine. Together with Marilyn, we planned a minicourse in "social gerontology" (the study of aging from a social, rather than medical, standpoint). The two-week course involved 45 junior and senior students and 16 elderly people from the community. For such a brief experience, the impact on student attitudes was dramatic; and it happened mainly because teenagers and older people had what is now a rare opportunity--the chance to sit down and talk together.

Before the students had any contact with the older people who were to take part in the course, we had students do some activities in which they would explore their own feelings about growing older and, at the same time, simulate some of the problems that older people have. One of the activities called for writing answers to two questions, using the hand "you don't normally write with" to gain insight into what it might be like to have some crippling disease like arthritis. The two questions were: (1) To what age do you expect to live? (2) To what age would you like to live? Why? Over and over the students expressed the desire to die before they became a "burden" to others. One student wrote: "I expect to live to the age of 60. I would like to live to that same age . . . because I don't want to live too long. After 60 I feel life is over." Another said he expected to live until 85, and wanted to live that long because after that, "I would be a blob. I would have no meaning or reason to live. After 85 it wouldn't be worth wasting the time or the money or the food." Still another wrote that he wanted to live "Forever, because I don't like the thought of death."

Comments like these were in stark contrast to the responses we received later after students had had the opportunity to sit down and talk frankly with older people in small-group "rap sessions." Each of these rap

groups consisted of one elderly person meeting with three teenagers to talk about their perceptions of each other's generation and about anything else they wanted to explore. At first there was a moment of awkward silence, but within a minute or two every group in the room was fully absorbed in lively conversation. By the end of the period it was clear that everyone was having a great time, and no one seemed even to notice when the buzzer sounded the end of the period. For once, there was no rush of students for the door.

Two days later we scheduled another period of small-group rap sessions. This time we had planned to have each group discuss certain experiences that teenagers and older people might have in common, such as sometimes feeling that others control their lives or feeling that they do not have an important role to play in society. But before we had a change to give any instructions, every group in the room became engrossed in conversation, and it seemed pointless to interrupt with directions when they all had seemed to find direction of their own. Before the end of the period we finally did interrupt and asked everyone to anonymously complete two statements on paper: "I learned that . . ." and "I was surprised that . . ." The elderly people were asked to place a checkmark in the corners of their papers so that we could distinguish their responses from those of the students. The following are some typical samples of what both young and old had to say.

Responses from students:

I learned that older people basically want the same things as anyone else and are driven by the same basic needs. I was surprised to experience the sharpness and sensitivity of the person I was with.

I learned that all old people aren't alike and can have very different opinions about things. I thought they would all feel the same. I was surprised that I could have enjoyed talking to an elderly person so much.

I learned that living is what you make it. If you feel young, and act it, you will look "you," and people will respond to you in this way. I was surprised to hear a 68-year-old man call girls "chicks," and see how alive he was.

I learned not to be afraid of elderly people, that they are as interesting, if not more so, than any other group of people.

I learned that communicating with older people wasn't hard at all. I was surprised that I had been wrong in my first opinions of these older people.

Responses from older participants:

I learned that some teenagers are kind and thoughtful--really trying to understand our problems. They were amazed that senior citizens were active and interested in their well-being.

I learned that there is a large generation gap, but it can be bridged if we try.

I learned that the young people I talked with were anxious to learn more about older people and were very interesting to talk with. I was surprised that the young people had not as much experience with older people, since their grandparents had died.

I learned that teenagers are definitely interested in senior citizens. I was surprised that the pupils asked so many intelligent questions.

I learned that the young folks with whom I talked were alert, polite, and interested. They were good listeners. I was surprised that young folks were really concerned.

Not a single negative comment was received from any of the participants, young or old, and it was clear from the responses that the negative views and stereotypes of just a few days earlier were already beginning to break down.

The kind of insight that students can gain from studying the situation of the elderly in our society is also illustrated in a research paper done later by a student who was not involved in the minicourse. After interviewing elderly people on her own and researching the topic through various resources, she arrived at this conclusion:

> If our surroundings were different, maybe when you thought of old age you wouldn't think of sixty-five, sickness, mentally distrubed, retirement homes, poverty, helplessness, and a burden to all. All that would take some doing. Our whole society would have to change from "youth oriented" to "people oriented." To do this we'd first have to face the facts, and then do something about it.*

*Kathy Bowen, "The Aged." Research paper written for a course in anthropology, Acton-Boxborough Regional High School, January 12, 1976. Reprinted by permission of the author.

Aging as a Topic in American Schools

When we first organized the minicourse in 1975, we thought of ourselves as pioneers of a sort, breaking ground in a new subject area. At the time we knew of only one other school which had made any significant effort to teach teenagers about the elderly and the process of aging. But a brief report on our minicourse which appeared in the newsletter of the Social Science Education Consortium brought inquiries for more information from as far away as Ohio and Minnesota, where teachers were already dealing with the topic in class. We have since learned that across the country a number of educators have begun to weave this topic into the curriculum.

When schools do begin to deal with the topic, invariably the experience is that students find the subject both relevant and interesting, especially if their activities involve direct contact with older people. A case in point is the conference sponsored by the National Retired Teachers Association that took place in Santa Barbara, California, on February 7, 1975. This conference was unusual in that the participants were 50 high school students and 50 older citizens from the community who met to discuss various topics having to do with the elderly in American society. Topics included the economics of aging, housing, transportation, family relationships, and recreation. At the end of the conference there was a discussion of the Charter for Older Americans, an unofficial statement on the elderly in our society that was drawn up in 1961 by the first White House Conference on Aging. The charter was to be revised in the Bicentennial year, 1976, and the conference discussed recommendations for its revision.

Although the conference was sponsored by the National Retired Teachers Association, the initial decision to hold the conference and the five months of planning and organization were carried out mainly by the Student Board of Education consisting of student representatitives from all of the high schools in the Santa Barbara School District. The experiment proved enormously successful and it became the model for more conferences to come.

After the Santa Barbara experience, the National Retired Teachers Association joined with the American Association of Retired Persons and

the National Association of Secondary School Principals in a nationwide project to encourage more "Youth Conferences on Aging" similar to the one held in Santa Barbara. With a grant from the Administration on Aging (Department of Health, Education and Welfare), a handbook was printed for distribution to anyone interested in organizing a conference. Before fliers were sent out to advertise the project, it was estimated on the basis of previous mailings that about 200-300 requests for handbooks might be received. Instead, a flood of about 14,000 requests came in from people representing schools, civic groups, and other organizations. Many of the requests came from teachers who wanted to know what materials on the topic were available for classroom use.

If the response to the Youth Conference on Aging project is any indication, there seems to be a clear awakening of the American consciousness and conscience on issues regarding the elderly. Apparently educators are also awakening to the need to deal with these issues in the classroom; and when they do, they find students ready and willing.

In this paper we will examine some of the important issues about aging in American society. We will look at these issues as they relate to the various disciplines of the social sciences and suggest specific strategies for dealing with the issues in social studies. Finally we will recommend resources for teachers and learners who want to explore the topic further.

If this publication prompts others to deal with these vital topics for today and tomorrow, and helps them to do so successfully, it will have achieved its purpose.

Chapter 2

Who Are The Elderly?

It was Germany in the 1880s that pioneered the concept of the modern welfare state and set an example that was soon followed by other nations of the western world. Among the beneficiaries of Otto von Bismarck's bold new programs of social legislation were the elderly, but in order for the system to work it became necessary to make some legal definition of "elderly" in terms of precise age. It was decided that the magic age at which a German could qualify for these new benefits would be 65. As other nations patterned their own programs of social welfare on Bismarck's model, 65 became the generally accepted standard. In a time when life expectancy was much lower than that of today, the small minority who could persevere until there were legally "aged" placed no great strain on national programs of old age insurance. Today the situation is considerably different.

Maude Tull of Inglewood, California, was 85 when she learned to swim and 91 when she learned to drive. Now, at age 103, she still operates her own mortgage business from her home. Like millions of others in the "over 65" generation, Mrs. Tull won't admit to being old, and obviously she is not. Being old legally does not make one old physically, mentally, or emotionally. But if we want to deal in any statistical way with the elderly, we have to use chronological age as the criteria. When we do, we begin to notice some clear patterns that illustrate significant differences between the elderly and the population at large.

The Pattern of Segregation

Let someone mention the word *segregation* and our minds seem to respond automatically in images of black and white. This reaction is understandable considering the fact that over the past several years, racial segregation has been a major national issue in housing, education, employment, and other aspects of American life.

Actually, of course, segregation takes many forms in our society, and on close examination it would be hard to imagine a culture more committed

to isolating its various elements. From early childhood we begin to be segregated according to age and sex. More often than not, father leaves home to join other fathers at a job miles away. Mother, more often than not, either remains at home or goes off to work with other mothers at some appropriate "female employment." Children go to schools where they are segregated according to age and often by sex in physical education, home economics, industrial arts, sports, and other activities.*

Outside the world of work and school, various social organizations make their contribution to the fragmentation of the more unified family and community that Americans knew in the 19th century. Boy Scouts, Girl Scouts, garden clubs, veterans' groups, lodges, and ladies' auxiliaries all unwittingly play a part. The growth of the suburbs, the decline of the small farm, and the passage of the one-room school house have all contributed to this fragmentation. So have motion picture ratings, extension phones for the children, and a thousand other subtle 20th-century innovations.

Being a practical people, Americans have seen fit to isolate various categories of citizens who supposedly cannot function adequately in the mainstream of American life, such as criminals, the mentally ill, and the handicapped. Such institutions are not exclusively American inventions anymore than are racial and ethnic ghettoes or first class and coach fares; but probably no society has surpassed our own in its dedicated pursuit of segregation.

In recent years we have witnessed substantial movement away from this pattern and toward greater integration in some aspects of society. Equal employment opportunity laws, the desegregation of public facilities, and court rulings on school integration are just a few of the instruments used to bring blacks and whites together. Many of us were raised in a generation that rarely saw blacks in the public spotlight outside of the fields of entertainment and sports. Yet today it is hard to remember that time when no black face ever appeared in a magazine advertisement or on a television commercial.

---

*For some throughtful observations on the impact of age segregation, especially in education, see Margaret Mead, "Grandparents as Educators," *Education Digest* (March 1975) 19-22. Condensed from *Teachers College Record* (December 1974) 240-249.

There has been significant movement toward integration in other aspects of life as well, perhaps partly as spin-off from the drive toward racial desegregation. Innumerable court rulings and legislative measures have mandated integration or equal treatment of the sexes. Schools are moving more and more to open enrollment in courses previously reserved for one sex or the other. In some states, furlough programs have restored some measure of access to society for prisoners. Special education laws and services make it possible for children with mental, emotional, and physical handicaps to leave their institutions and return to normal classrooms. With modern drugs and therapy, the mentally ill more often receive treatment as outpatients, while the institutions that had housed them are being disbanded.

What about that category of citizens we euphemistically describe as "senior citizens" or "golden agers"? During this century, while the total population of the United States tripled, the population over 65 multiplied seven times. With 22,000,000 people over 65 in the country today--equivalent to the combined population of our 21 smallest states--it might be expected that contact between the young and old would increase. Surprisingly, in spite of rapidly growing numbers, the reverse is true.

The family farm, a basic institution of American life from the beginning, has swiftly declined over the past few decades. As farms are abandoned, more often than not it is the "old folks" who are last to leave. The trend is evident in the 1970 census, which shows the highest percentages of people over 65 in the tier of states that make up the rural Midwest running from Texas in the South to Michigan in the North (U.S. Department of Commerce 1973, p. 7). Conversely, the flight of younger and more prosperous elements from urban centers to the suburbs has left millions of the elderly living out a lonely existence in deteriorating urban neighborhoods where property values are shrinking, services are poor, and crime is on the rise. As children and grandchildren have left the farms and cities to seek their fortunes in more lucrative, if not greener, pastures, they have also abondoned regular and sustained contact with the older generation. Occasional letters, phone calls, and visits have replaced daily face-to-face communication.

In a nation on the move, the elderly are remarkably stationary. In 1970, while 8.6 percent of people from 20 to 24 years old moved across state borders, only 1.4 percent of people over 65 were involved in interstate migration (U.S. Department of Commerce 1973, p. 7). While Florida does have the highest statewide proportion of elderly (14.6 percent in 1970), the dream of pulling up stakes and moving to sunnier climes remains only a dream for most retirees. Of those who have moved, millions have taken up residence in official or unofficial "retirement communities" where contact with the young is infrequent, transitory, and generally impersonal.

It has been said that if three Americans found themselves deserted on an island, one sure bet would be that they would form a committee and elect a chairperson. Following the typical American penchant for organization, older people have formed a number of groups dedicated to their special interests. Some, like the popular Golden Agers Clubs, are primarily social in purpose. Others, like the National Council of Senior Citizens, serve as pressure groups working for legislation and social reforms beneficial to their constituencies. Whether social or political in nature, such groups, in the process of fulfilling important needs of older people, may also tend to further separate them as a subgroup of the society. The same may be said of public housing for the elderly, nursing homes, and senior citizen drop-in centers.

It is in this respect that the pattern of social reform for the elderly differs from reform efforts on behalf of other elements in society. Attacks on social injustice as applied to racial and ethnic groups, females, prisoners, the handicapped, and the mentally ill have generally worked toward the twin goals of equal treatment *and* integration. This has not been true of most efforts to help the elderly. Increases in Social Security benefits, subsidization of housing, Medicare, more rigid standards for nursing homes, and other measures may all contribute importantly to social justice; they do little or nothing to overcome isolation, and in some cases only increase it. This growing withdrawal of older Americans from regular communication with younger generations has profound implications which challenge basic traditions and values of American life.

The Pattern of Poverty

Fifteen years ago, Michael Harrington predicted, "If something drastic is not done, then one of the most dramatic areas of increase in poverty in the United States will be among those over sixty-five" (Harrington 1962, p. 118). His prediction is coming true.

In spite of inflation, during the 1960s and 1970s the real income of most Americans increased. The opposite is true for the elderly. Most are tied to some sort of fixed income, such as a pension or Social Security benefits, which have not changed at all or have lagged behind the rising cost of living. During 1976 an estimated 4.75 million elderly people, almost one out of four, had to survive on an annual income of less than $2,000 ("New Outlook for the Aged" 1976, p. 45).

While many of the elderly are relatively secure financially and have an acceptable standard of living, the over-65 generation statistically has a higher incidence of poverty than any sizable ethnic or racial minority in the United States. The problem is compounded when a person is subjected to the disadvantages of both age and race. Out of every ten elderly black Americans, seven have incomes below $3,000 (Lindsay 1971). Almost one-half of elderly black women have incomes under $1,000 and one study reported that 85 percent of all black widows live in poverty, while another five percent are on the borderline (Butler 1975, p. 31). The pattern is similar for Chicanos, Puerto Ricans, Chinese, American Indians, and other minority groups.

One of the most important causes of poverty is the difficulty the elderly have in finding and keeping a job, and that difficulty is increasing. The Bureau of the Census reported that between 1940 and 1974, the percentage of men over 65 in the labor force dropped from 42 to 22. At the same time, only eight percent of older women were in the labor force in 1974, and the proportion has been decreasing since 1970 (U.S. Department of Commerce 1975).

The favoritism shown toward youth by most employers is evident in both hiring and retirement policies. Many jobs, especially those involving a safety factor, have an age limit beyond which no one will be hired. Even when age limits are not specified, many employers turn away older job applicants because they assume older workers will be difficult to train, are

less energetic, and are more likely to be absent due to illness. Many jobs in both the public and private sectors specify a mandatory age for retirement. Even so, it has been common practice for companies to "ease out" older workers before they are entitled to the full benefits of company retirement plans or to favor younger employees for promotion, since retirement benefits are often keyed to the amount of salary received.

To correct some of these abuses, the Age Discrimination in Employment Act was passed in 1969, and, especially in the last few years, the Department of Labor has been rather vigorously prosecuting violators. Pan American World Airways, Standard Oil Company of California, Exxon Research and Engineering Company, and Sealtest Foods are just a few of the many corporations that have been forced to reinstate workers to their jobs or pay damages to employees who were released or passed by on promotions. In 1974 alone, 1,648 employees received awards for damages due to age discrimination, amounting to more than six million dollars ("The Courts Reinterpret . . ." 1976, p. 91). No one knows, of course, how many cases of age discrimination go undetected or unproven. While employers are becoming more aware of the law and more cautious about violating it, there is no reason to believe that long-standing attitudes and policies will change overnight. In any case, the Age Discrimination Act only provides protection to workers between the ages of 40 and 65, and efforts in Congress to extend the age limit have so far failed.

Even while the government has been cracking down on age discrimination through the Labor Department, it has also encouraged older workers to leave the labor force at an earlier age by allowing retirees to collect reduced Social Security benefits at age 62 instead of waiting for full benefits at age 65. Even more important, any Social Security recipient under 72 who earns more than $2,760 automatically suffers a reduction of benefits, in spite of the known fact that a large percentage of people on Social Security have no other income and no savings. As often happens, the policies of one government agency are counterproductive to the efforts of another.

Even when age discrimination is not a factor, the elderly are at a distinct disadvantage in the labor market. Many have worked for years at jobs that are disappearing from the scene due to automation or other

factors. Their skills are no longer in demand, and they have little to offer employers, especially in a time of relatively high unemployment. Employers generally place a high premium on education, but according to the 1970 census only 27 percent of those over 65 had completed high school as compared with 58 percent in the 25-64 range. Only 6 percent had completed four or more years of college (U.S. Department of Commerce 1973, p. 11).

Still another factor is that women have a greater life expectancy than men. Among young elements of the population the ratio of males and females is about equal, but this changes markedly among older segments. In 1930 the ratio of men and women over 65 was almost equal, but the 1970 census showed only 722 men for each 1,000 women over 65 (U.S. Department of Commerce 1973, p. 6). Since women, on the average, marry three years earlier than men and now live seven years longer, widowhood has grown to the point where over half the women over 65 are widows (U.S. Department of Commerce 1975, p. 7). Millions of these women depended primarily or wholly upon their husbands as "breadwinners" and now find themselves destitute.

Inflation has hit the elderly particularly hard, not just because of limited and fixed incomes but also because some of the most inflationary trends are in areas of the economy that especially affect the old. These include medical costs, food prices, and property taxes, to mention only a few.

Youth Orientation

In American culture there is a whole set of values that adversely affect the elderly, and together they spell a pattern of orientation toward youth. It is much more than age discrimination in employment, which is just one of the manifestations. For many Americans, if not most, there seems to be a deep-rooted feeling that it is bad to be old. In the preface to his Pulitzer Prize-winning book, *Why Survive? Being Old in America*, Dr. Robert N. Butler expressed it this way:

> Old age in America is often a tragedy. Few of us like to consider it because it reminds us of our own mortality. It demands our energy and resources, it frightens us with illness and deformity, it is an affront to a culture with a

> passion for youth and productive capacity. We are so preoccupied with defending ourselves from the reality of death that we ignore the fact that human beings are alive until they are actually dead. And, because we primarily associate old age with dying, we have not yet emotionally absorbed the fact that medical and public health advances now make it possible for millions of older people to be reasonably healthy (Butler 1975, p. xi).

The American worship of youth manifests itself in countless ways. It is evident in the extreme imbalance of public and private funds that are expended in education, recreation, and other services dedicated mainly to the young. The $5 billion cosmetic industry thrives on the almost universal desire of Americans to mask their true age and appear to be younger than they are. Flip through the pages of any popular magazine, or watch an evening of television, and notice how advertisements and commercials exploit the image of youth to sell everything from soap to vodka. It is both disgraceful and illegal for parents to neglect their children; but there is very little legal or social expectation that offspring will provide for the needs of their parents in old age.

The seemingly widespread lack of concern for the elderly may reflect in some degree the general American attitude toward anything which becomes nonfunctional, unproductive, inefficient, or simply "unattractive." When the old refrigerator, washing machine, or family car breaks down, many scrap it and buy a new one, telling themselves that the old one was "beyond repair." We don't just live in old houses; we renovate them. Or we tear down a structurally sound older building because it is expensive to maintain and has become an "eye sore." In its place we put something more functional, perhaps a parking lot.

The young, like the old, tend to be consumers more than producers; but at least the young offer the promise of productivity. Our language reveals our attitudes. The young are "alive," "refreshing," and the "promise of the future." Even at middle age we may be "in our prime." But as we grow old we will be "over the hill," "all washed up," "too old to cut the mustard," and then we are put "on the shelf."

Traditionally Americans place a high value on individualism and independence. The expectation is that once a person becomes an adult he should be "on his own," and this expectation has no terminal point. Many

assume that people who are poor--including the elderly--are too lazy to work, improvident, or have simply failed to "put something aside for a rainy day." These same values are shared by many impoverished elderly who will not apply for public assistance because they consider it undignified, if not downright wrong, to go on welfare. Out of more than 500,000 elderly in New York City reported to be living below the official poverty level, only about ten percent have applied for welfare aid ("City's Elderly Fight . . ." 1969, p. 3).

The general antipathy to aging is based on a variety of stereotypes and half-truths about what it means to be old. Senility sets in. Intelligence declines. People become set in their ways. Sex becomes only a memory. Vigor and health diminish. While many of these characteristics are true of the elderly, there are infinite variations in the pattern and none of these characteristics can be associated with any particular chronological age. There is increasing evidence that what is considered to be typical behavior for the elderly actually results from a kind of self-fulfilling prophesy. People often act "old" because they are expected to.

An interesting study involving 969 males was made to test the reliability of 31 predictors in correlating chronological age with both medical and nonmedical characteristics popularly assumed to accompany advanced age. Of all the predictors tested, only one--the degree of grayness of hair--demonstrated any serious value as a predictor of age; and this had a correlation of only 0.63. The conclusion drawn from this and other studies is that "an individual has many 'ages' and that aging processes in different behavioral and biological systems are independent of one another over a good part of the adult life span" (Fozard and Thomas 1975, p. 113). In short, there is no basis for describing someone as old simply on the basis of chronological age.

The Other Side of the Coin

If we accept the arbitrary legal definition of old age as "over 65," there are few, if any, generalizations we can make about the elderly medically, socially, economically, or in any other way. However, as this chapter demonstrates, there are important societal patterns that put

millions of those over 65 in a situation of disadvantage. These patterns are beginning to change as reform efforts are organized by and for the growing elderly population; but most of the reforms are relatively superficial compared to what needs to be done. They are palliatives, not cures.

At least part of the answer to the problem, and perhaps the most vital part, lies with educating and re-educating the society about aging and the elderly. In doing so, however, it is essential that we do not simply reinforce the negative images and stereotypes that already exist. An emotional doomsday approach to the subject, focusing only on the social and medical ills that plague older people, will just further convince the young that it is bad to be old.

Nor should we be content to deal only with issues of death and dying. The important work of Elisabeth Kubler-Ross and others has recently led educators to bring to the classroom the highly sensitive and significant topic of death. But this should not substitute for the more significant issues of aging. Of those over 65, 38 percent have passed their 75th birthday and entered what some gerontologists refer to as "advanced old age" (U.S. Department of Commerce 1973, p. 5). The country now has well over 16,000 centenarians. Rapidly increasing longevity is placing a strain on society that cannot be ignored. As educators, our primary concern must be with that growing span of time which we now call old age, for lack of any better term, and not just with the climactic event that ends it all.

While millions of older people are isolated, neglected, and lonely, millions more are involved, active, and appreciated. While many of the elderly have chronic illnesses, the majority of these illnesses were preventable and are treatable, and most do not keep people from living a normal life. Although a very high percentage of the old live below or on the rim of the poverty line, others are comfortable and well off. There is no shortage of people, even in advanced old age, who have made a successful adjustment to the "golden years" and will tell us they are having "the time of their lives."

A sound educational approach should confront the issues squarely and avoid glossing over the ugly realities. But it should also demonstrate

that old age can be a time of promise and fulfillment and that it is neither inevitably nor intrinsically bad to grow old.

Chapter 3

Aging and the Social Studies

Like most major social issues, aging can be examined from the perspective of any or all of the social sciences. In the next chapter we will suggest specific approaches and strategies for teaching and learning, but first it might be well to consider briefly some ways in which the various disciplines can shed light on the issues. For this purpose we will examine two real-life cases of elderly men.

The Case of Henry Schultz*

> BALTIMORE--The morning sun filtered through the grimy windows of the tenements on graceless St. Paul Street and into the third-floor room where Henry Schultz, 75, was beginning to stir under the beige, acrylic carpeting that he uses for a blanket.
>
> For Mr. Schultz and millions of other Americans who survive on meager Social Security checks, that is the difficult time of the month, the fourth week, because that is when they run out of money.
>
> Until his check arrives next week, Mr. Schultz has no sheet on his bed, no blanket to cover himself, no underwear and no clean shirt, because they are in the laundry and he does not have the money to get them out.
>
> The only food he had was a half-bottle of ketchup, a bit of mayonaisse and a half-cup of margarine.
>
> He dressed quickly in his only pair of trousers, put on his only jacket, and left early for the one-mile walk to the Franciscan Center, embarassed that once again he had to beg for food from the nuns.
>
> Mr. Schultz is small, timid, friendly, thin and toothless, with wispy white hair, recessed eyes, and hollow cheeks, an old man who has been isolated from American affluence into a bare, lonely, degraded existence.

---

*Jack Thomas. "Between Monthly Checks, He Must Beg." *The Boston Globe* (October 31, 1973) 1, 22. Reprinted by permission of the *Boston Globe*.

Ironically, in a nation where 70 million people are overweight because they eat too much, and where $1.5 billion is spent yearly for dog and cat food, Mr. Schultz does not get enough to eat. He is not the only one. There are an estimated 24 million Americans--blacks, Indians, rural whites and elderly people in cities--who worry every day whether they'll have enough food.

We do not see them often because they are secluded in the shanties on dirt roads in the South, or banished to Indian reservations in the West, or hidden in the rundown tenements of Eastern cities.

Somehow, the great social reforms of the Sixties, the New Frontier, the Great Society and the Wars on Hunger and Poverty never fulfilled the promises of the politicians and, as a result, people like Mr. Schultz are still hungry.

Mr. Schultz does not live in a world of new automobiles, the latest chic movies or Halloween children filling their shopping bags with more candy than they can eat.

He cooks on his one-burner hot plate, scours the neighborhood rubbish cans for anything usable and worries constantly about the aggressive young toughs who loiter and drink on the front steps of his tenement.

Mr. Schultz is not an exception. Of 37 million eligible Americans, only 13 million participate in the food stamp program. Congress appropriated $5 billion this year to feed the poor in America, but Mr. Schultz and 24 million other Americans, for a variety of reasons, do not receive food stamps.

Critics say the Agriculture Dept. and Secretary Earl Butz have ignored a congressional directive to encourage eligible Americans to participate.

When the Agriculture Dept. attempted this year to return to the Treasury $280 million in unspent food stamp funds, a Federal judge intervened, noting that only $80,000 had been spent nationally on outreach programs.

Mr. Schultz sat in Sister Christopher's office and described his efforts to apply for food stamps.

"When I first went there, the man said that he'd call and let me know, but I've waited almost a year now. Every time I go back there to ask, they've got a new man.

Last month, Mr. Schultz received $141 from Social Security. After he had paid his $54 monthly rent, and costs for electricity, medicine, accident insurance, laundry and the Beech-Nut tobacco he likes to chew, he had less than $2 a day to spend on food, clothing, entertainment and transportation.

"Fortunately, Mr. Schultz does not drink," said Sister Christopher.

"I seen too many drunks lying on the street," he said.

Enroute back to his apartment, Mr. Schultz explained that crime was a constant problem in his neighborhood, particularly during the first week of the month. Mr. Schultz has been mugged twice.

A few weeks ago, right after his check arrived, Mr. Schultz was returning from the grocery store when two teenagers jumped on him, beat him and robbed him of $10 in cash and $10 in groceries. That destroyed his monthly budget.

"Am I all set for winter? Well, I need an overcoat so I'm goin' to the pawnshop where it don't cost so much. Five dollars is the most I'd pay for it."

Mr. Schultz explained that he was born in Baltimore but had never gone to school and could not read. "In them days, they didn't care," he said. He had been a painter until muggers broke his hip a few years ago. Both his wives were dead, he said, and he hadn't heard from his stepchildren in many years.

Mr. Schultz climbed the three flights of stairs, past the dark, stinking hallways, past the walls with the peeling paint and past the rooms where anonymous old men sat too close to their television sets which blasted forth the banalities of daytime television. Several of them had left their doors open, hoping that someone might visit.

"Usually I try to get two meals a day," he said. "But this month has been tough. The man next door gets food stamps and if I let him use my hot plate, sometimes he gives me some food. But I don't like to chisel from him.

"Yesterday, Sister gave me a can of turkey rice soup and a small can of beans, but I don't like to go to the nuns either, 'cause it don't feel right. Sure I get hungry. I could eat more, but what can you do?"

His large room is lighted by two bare light bulbs that do not always work. From his window, he can look across St. Paul Street to a Gino's Hamburger and Kentucky Fried Chicken stand.

The room is furnished like a million other lonely rooms, with a nondescript bureau and a torn stuffed chair. His kitchen is the top of a small table covered with newspaper on which he has placed the hot plate, his meager food and an empty saucepan with the $1.59 sticker still on the handle.

For several weeks, he has been keeping a stray dog named Teeney, which survives on a third of a can of dog food a day.

"I know he's lonesome like I am," said Mr. Schultz, as he spooned out some Alpo food for the dog. The landlord, however, has told him to get rid of the dog.

What do I do for pleasure? Well, sometimes my neighbor comes in and brings his radio. For fun, I take a walk with Teeney or I sit in the park. Sometimes I sit at that table by the window and I play--what do you call it?--solitaire."

On the floor near his bed was a pair of women's overshoes, a bit damaged, but usable.

"Are you going back to the Franciscan Center?" he asked.

"Yes," said his visitor.

"Would you do me a favor? I found these boots in a rubbish barrel. Would you give them to Sister Christopher? She might know someone who needs them."

Questions for Social Studies. The following questions might be used to guide activities related to Schultz's situation in various social studies classes.

For the history class:

1) When and why was Social Security introduced? How does the situation of Henry Schultz compare with the expectations of the original sponsors of the Social Security Act? What has happened in American society over the past four or five decades that might account for the gap between the original expectations and the realities of today?
2) Research the social reform programs of the sixties--the New Frontier, the Great Society, and the Wars on Hunger and Poverty. What special conditions of that period might account for the emphasis given to social reform? What programs were included that would apply especially to the needs of millions of elderly like Henry Schultz?

3) Compare American social reform movements of the past with those of the sixties and look for parallels between the social conditions of the periods, the programs themselves and their ultimate fates. Do any of the earlier movements demonstrate any particular concern for the elderly? Why or why not?

For the political science class:

1) How do the three branches of government (legislative, executive, judicial) relate to the situation of Henry Schultz? From which of these three branches, and in what ways, would Henry Schultz and others like him be most likely to receive help with their problems?

2) Under the U.S. Constitution and political system, does the responsibility for the welfare of Mr. Schultz lie mainly with the federal government or with state and local governments? How would Mr. Schultz go about getting government on any of these levels to respond to his needs? Are there characteristics of the American political system that make it difficult for people like Mr. Schultz to get the attention and help of government?

3) What does the conflict over the Food Stamp Program indicate about the relative power of the three branches of government? Does this situation reflect what is often called the principle of "checks and balances"? How does this conflict of power affect people like Henry Schultz?

For the economics class:

1) From the article gather all the information you can that relates to the income and expenses of Henry Schultz and compare it to other data you can find about the per capita income of Americans and the cost of living. How would you rank Henry Schultz economically compared to the society at large?

2) Examine closely the information in the case about the economic habits of Mr. Schultz. Are there any "nonessentials"? Is there anything he might do to improve his standard of living? Could Mr. Schultz afford to take any of his meals at the nearby Gino's Hamburger or Kentucky Fried Chicken stand?

3) There are an estimated five million elderly people in the United States who live in economic circumstances similar to that of Henry Schultz. What characteristics of the American economic system might explain their plight? Would these same characteristics work to the disadvantage of other groups? Who?

For the sociology class:

1) What information does the article offer about the relationship of basic institutions such as education, family, church, and the law to the life of Henry Schultz? How well have these basic institutions served his needs?

2) What important changes have taken place in the American family over the past 50 or 100 years? Are these changes reflected in any way in the situation of Henry Schultz? Would the family as it was 50 or 100 years ago have better served his needs in old age?

3) To what social agencies does Henry Schultz have access? How effective do you think these agencies are in providing the kind of help he needs? What kinds of help should or could they provide?

For the psychology class:

1) How has being elderly and unemployed affected Henry Schultz psychologically? Given his circumstances, how would you assess his state of mental health? What other factors besides old age and retirement contribute to his state of mental health?

2) The elderly (over 65) make up about 10 percent of the United States population. Yet they account for at least 25 percent of all suicides, and the suicide rate is especially high among men the age of Henry Schultz and over. From this article, what hypotheses can you make that might explain the high rate of suicide among the elderly?

For the anthropology class:

1) What patterns in American culture might help to explain the plight of Henry Schultz and millions of others like him? Is this situation peculiar to American culture, or is it common to other highly industrialized and complex societies such as England, Japan, Sweden, or the Soviet Union?

2) Compare the situation of Henry Schultz to the role and status of the elderly in other types of cultures you have studied, such as hunting-gathering, tribal, or peasant societies. Can you draw any general conclusions about how the pattern of social organization and mode of existence affect the elderly?

A Word of Caution. In keeping with the admonition of the last chapter against further convincing the young that it is bad to grow old, it would be best to balance the case of Henry Schultz with another situation that puts a very different perspective on what it can be like to be old and retired. Let us consider the case of Max Gluckman.

The Case of Max Gluckman*

When architect Max Gluckman was 62 years old he retired, put down his drafting instruments, and began collecting discards and salvage materials. In his skilled hands the discards became eye-catching chess pieces--turning his retirement into a profitable second career.

To make original chess sets he draws on his handyman skills, his inventive bent, his love of chess, and his enjoyment of treasure-and-bargain hunting. "It helps to have some art training," he said, "but you don't really need it. If you can squeeze a tube of glue, you can do what I'm doing."

His favorite hunting grounds are salvage and outlet shops. "You simply look around and let the available materials and your imagination suggest ideas to you." He likes to use electrical and plumbing metal parts, pieces and fittings. "I can't pay the original high price at a regular hardware store. I go to salvage yards. My favorite yard has 10,000 bins. They sell everything by weight: 75 cents a pound for iron, $1.50 a pound for brass." You look at the odd pieces, and chess figures almost take shape: a brass nozzle for a gasline becomes a pawn; a set of gears on a shaft is a castle; a dragon head coat-hook is a knight.

Once he bought a case of teakwood pepper mills at 20 cents each, reduced from $2. These became handsome figure bases. "I own and use the simplest tools: vise, saw, drill. But you don't need any actually. You can do wonders with epoxy glue and auto-body solder. You put it in a can and work it like putty. When it hardens, it looks as if it's been cast, and it's hard as iron."

*Yoram Kahana. "The California King-Maker . . . Queens, Bishops, Knights, Pawns, Too." *Retirement Living*, 14:9 (September 1974) 50-52. Reprinted by permission of *Retirement Living*.

Max Gluckman was born in New York, studied architecture in the U.S.A. and on a Beaux Arts scholarship in France. Back with his diploma he walked right into the Depression, existing on $15 a week from the Architect's Relief Fund. The repeal of prohibition started a wave of bar-building, and young Gluckman became a bar expert, winning several national competitions. "I guess I helped design every major bar on Broadway, from Dempsey's to Diamond Jim's, at that time the longest bar in the country--over 100 feet." This led to another field: designing department stores. He remained in that specialty for the rest of his career. "I worked at it for 40 years," he said, "in New York, San Francisco and Los Angeles. Every major store." A plastic drawer he invented for store display is now in every retail shop.

But inventing was his passion, all along. He invented several games and tried to market them, but something always went wrong--a printer stacked freshly printed boards and they all stuck together; a manufacturer turned out a truckload of mismatched wooden pieces. When he sold a game to Milton Bradley, World War II broke out and the government banned the manufacture of paper games. "By golly, manufacturers kept losing money on me. I had no business being in business."

In retirement, his old love caught up with him. With plenty of time now, he started making one-of-a-kind chess sets. The success that eluded him in mass-marketing was finally his. "I try to make the sets one-of-a-kind. Each set is a new challenge, a new satisfaction."

Every material and shape that come his way are a source of invention and creation. In addition to his salvage of plumbing and electrical parts, he uses such materials as, for example, marble easter eggs. He paints them half red, half blue, and tops them with small brass figures. "You carve a figure out of jeweler's wax and have it cast commercially. It costs about a dollar a figure or less--and anyone can do it." Then there are his figures from India. ("Saw the little statuettes in an import shop, and bought the whole lot, 89 cents each . . .") Or make chessmen out of two-ounce liquor bottles. ("It takes the pain out of losing. You fill them with wine or whatever, and as you lose a piece you're allowed to empty it before you surrender it.")

All you need is some imagination to produce sets of your own, he says. His advice to beginners? "Make the set both ornamental and functional. This way, even non-chess players will enjoy displaying it as part of the room decor. For the player's sake, remember to make each piece distinct in size and appearance--in playing chess you can't stop to think which is which. Make the pieces unbreakable, bottom-heavy with a wide base. As for the rest, let your imagination roam. You

don't have to be an artist or spend a lot of money. To really enjoy it, make each set one-of-a-kind."

His pieces are unique. His most elaborate chessmen are full of details and humor--the king, for example, thumbing his nose at the queen. This set is on display at a Los Angeles bank; the price tag, $500. His other sets are priced from $250 down to $35; they don't stay long on the store shelves.

He has been enjoying his second career for seven years now, and isn't bored. Bubbling with ideas, he looks forward to his next trip to the salvage yard and the treasures awaiting him. Before you throw away that little empty bottle, look at it again. Perhaps if you glue a wooden bead to the cap, and . . .

Comparing the Cases

Obviously, there are a variety of ways in which these two cases might be used to give students insight into both the problems and the prospects of the elderly. One possible assignment, whcih could form the basis for a lively and enlightening class discussion or debate, would be to have students do the following:

Compare the cases of Henry Schultz and Max Gluckman. With which of the following statements would you most agree? Least agree? Explain why, using all the evidence you can find in the cases to support your position.

1) Your situation when you grow old depends on your own individual qualities. A person who is highly motivated, ambitious and plans ahead has nothing to fear from old age.
2) The patterns of society determine a person's situation in old age. The society stacks the cards in favor of some and against others.
3) Your situation in old age is just a matter of luck. Things break right for some people and not for others.

Of course the cases of Henry Schultz and Max Gluckman do not, by any means, tell the whole story of what it is like to be elderly and retired. A better approach would be to use an array of case studies including widows, married couples, nursing home patients, as well as people who, in spite of age, have not retired but continue actively to pursue their careers. While the preceding two brief cases tell a lot, ideally the number

of case studies used should reflect the infinite variety of circumstances and situations under which people complete the life cycle.

Chapter 4

Strategies for Teaching and Learning

Having considered some general ways in which the various disciplines can be brought to bear in a study of aging and the elderly, consideration will now be given to specific strategies for teaching and learning. Education about the topic is literally in its infancy, especially at the precollege levels, and few published materials suitable for grades K-12 are available. However, a number of enterprising educators have designed activities that have proved successful. Samples of these are included in the following pages.*

The idea of designating these activities as appropriate for a particular grade level has been rejected. Although most of them have been used at the secondary level, elementary teachers may recognize ways in which they can be modified and adapted to suit their own classes. At the end of the chapter is a list of further suggestions for elementary grades.

Exploring Values

Since the subject of aging bears heavily on both personal and social values, activities to explore and clarify values are a good way to begin. In general, these activities will be most effective if performed anonymously; but, with or without names attached, the individual results should be compared and shared in general discussion and debate.

Activity A. This simple activity can be used to help students recognize their own attitudes toward the elderly. It is most effectively used at the beginning of a study of the topic.

1) Make a list of ten adjectives or terms you might use to describe people over 65.

2) Next to each term, put a plus sign (+) if the term has a positive connotation, a minus sign (-) if the term has a

*Many of the activities described in this chapter have been developed by the author, some with the help of George Frost and Marilyn Putnam for the minicourse on "Social Gerontology" that is described in Chapter 5. Activities derived from other sources are so indicated in subsequent reference notes.

negative connotation, and a zero (0) if the term is neutral.

3) Examine your list and write a short paragraph on what the results of this exercise seem to indicate about your own attitudes toward the elderly.

This activity has been tried with a number of classes at the senior high level. Most students find that their views about aging and the elderly are decidedly negative. Here are a few samples of student responses to the third instruction:

> I have a combination of neutral and negative feelings toward the old. I wrote nothing positive, because I see nothing positive about getting old. I try to keep myself neutral, but some of my negative feelings naturally come through.

> I have a negative feeling toward the elderly. I like old people, but I feel they do a lot of suffering in nursing homes. They are put there by their families because they don't want them around anymore.

> I feel that many people feel negatively about older people. I feel slightly negative, but mainly neutral. I do not know what it's like to be old, and I don't come in contact with many old people. It seems everyone is afraid to grow older and they don't like coming in contact with older people.

> My list shows that I think of them negatively. One of the biggest things I have against them is their slowness, which I can't stand. Also they usually feel that they know so much more than you and that their way is the right way.

> I think we have a negative view of the elderly because we're afraid of growing old ourselves. Our society is so youth oriented that we see growing old as being bad.

Activity B. Another activity, entitled "My Views," accomplishes much the same purpose as Activity A by asking the student to rank "old people" on a scale of descriptive terms.

MY VIEWS*

(Please *circle* the number on the word scale that best expresses your feelings.) "When I think of old people, I think of people who are . . ."

KIND	1	2	3	4	5	6	7	CRUEL
HEALTHY	1	2	3	4	5	6	7	UNHEALTHY
DISHONEST	1	2	3	4	5	6	7	HONEST
HAPPY	1	2	3	4	5	6	7	SAD
QUIET	1	2	3	4	5	6	7	LOUD
INACTIVE	1	2	3	4	5	6	7	ACTIVE
SEXY	1	2	3	4	5	6	7	NOT SEXY
POOR	1	2	3	4	5	6	7	RICH
STRONG	1	2	3	4	5	6	7	WEAK
FAST	1	2	3	4	5	6	7	SLOW
WISE	1	2	3	4	5	6	7	NOT WISE
SIMPLE	1	2	3	4	5	6	7	COMPLICATED
USELESS	1	2	3	4	5	6	7	USEFUL
TOLERANT	1	2	3	4	5	6	7	INTOLERANT
CHANGEABLE	1	2	3	4	5	6	7	RIGID
PUBLIC	1	2	3	4	5	6	7	PRIVATE
WORDS	1	2	3	4	5	6	7	DEEDS
FORWARD-LOOKING	1	2	3	4	5	6	7	BACKWARD-LOOKING

*From *Aging*, an experimental unit prepared by Gary R. Smith, Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado, p. 2. Reprinted by permission.

After this activity is completed, discussion could begin with the following questions:

1) Do you feel your responses reflected a positive or negative view of the elderly? Give some examples to support your negative or positive rankings.

2) Explain how you determined each ranking for the elderly on the word scale.

Activity C. "Personal Feelings About Old Age" gives students the opportunity to explore their feelings by projecting themselves into old age.

PERSONAL FEELINGS ABOUT OLD AGE*

1) Name two things that worry you about growing old.

2) Name two things that you feel would be "neat" about growing old.

3) Name two things that you dislike about old people.

4) Name two things that you like about old people.

5) List in order the three most common places you would find old people in your community.

6) To what age would you like to live?

7) "I consider people over the age of _____ to be old people."

The class could share their responses to these questions and give their reasons for those responses. Further probing into their attitudes toward growing old could be done by asking questions such as:

1) Do you fear growing old? If so, why? Would any changes in our society alleviate your worries about growing old? What would those changes be?

2) What, if any, advantages are there to growing old? Do the advantages outweigh the disadvantages? Why?

*From *Aging*, an experimental unit prepared by Gary R. Smith, the Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado, p. 10. Reprinted by permission.

3) When you are old, where will be the three places where you will spend most of your time? Does this answer conflict with your response to question #5? Why or why not?

Activity D. A general discussion of values can focus on views of aging expressed in brief quotations. Ask the students to identify the quotations that best and least express their own attitudes and to give reasons for their selection. Some quotations for this purpose are:

> Age is not a particularly interesting subject. Anyone can grow old. All you have to do is live long enough. (Groucho Marx)
>
> To be 70 years young is sometimes far more hopeful than to be 40 years old. (Oliver Wendell Holmes)
>
> Every man over 40 is a scoundrel. (George Bernard Shaw)
>
> Everyone is too old for something, but no one is too old for everything. (Anonymous)
>
> Young men think old men are fools; but old men know young men are fools. (George Chapman)
>
> Where is the life you are so afraid to lose? (Erica Jong)
>
> Old age isn't so bad when you consider the alternative. (Maurice Chevalier)
>
> Grow old along with me! The best is yet to be. (Robert Browning)
>
> One starts to get young at the age of 60, and then it's too late. (Pablo Picasso)

Dealing with Stereotypes

As demonstrated in previous chapters, the values that we hold about aging are often rooted in various stereotypes and half-truths. While we may be vaguely aware of these stereotypes, there is definite educational value in seeing just how caricatures pervade our thinking about what it means to be old.

Activity E. Humor is one of our most common ways of expressing stereotypes. Jokes, cartoons, and comic strips are often based on assumptions about the behavior of particular age groups, and students can profit from analyzing them and identifying the stereotypes represented.

A collection of such items can be numbered and presented in the form of printed copy or slides with instructions to do the following:

1) List the items by number. Next to each number write descriptive terms or phrases to describe the stereotypes or caricatures presented.

2) Which of the stereotypes do you think have a basis in reality and which do not? Explain why.

3) Divide into small groups, discuss the results of your analyses, and appoint one member of your group to share the results of your discussion with the class.

Activity F. Stereotypes also play a major role in the composition and casting of television programs. Maggie Kuhn, the 70-year-old Gray Panther organizer and activist, for example, objected to the Carol Burnett program, complaining,

> It's disgusting. On nearly every show a character comes on stage drooling, senile, and slack-jawed. Some older people do lose control of their mouth muscles; it's irreversible and it's not funny. On the show, this female character is brought out for a good laugh, and what's worse, everybody laughs. ("How to Fight Age Bias" 1975, p. 91).

Similarly, the Panthers criticized The Tonight Show, in which "Johnny Carson stumbles out, acts silly, and explains that he is a Gray Panther" ("How to Fight Age Bias" 1975, p. 91). Variety shows, situation comedies, and soap operas all provide ready resources through which age stereotyping in the media can be analyzed. One approach is, at the beginning of a week, to assign students to watch during the week one "family program" such as:

All in the Family	Happy Days
The Waltons	Good Times
Doc	Little House on the Prairie
Maude	The Brady Bunch
Sanford and Son	Family Affair

Announce the viewing times and channels and allow students to choose their programs, but try to have about an even number of students viewing each program. As they view the program, ask each student to analyze it by doing the following:

1) List the characters by age categories.

2) Describe any ways in which these characters are presented as stereotypes or caricatures of their age group. (Consider such

things as what the characters do, how they are dressed, what they say, and how they relate to other characters.)

On the following Monday, divide the class into groups that include one student who has viewed each of the programs. Have them compare their analyses and discuss age stereotyping in television. Ask one person from each group to report conclusions to the class and follow with a general class discussion.

Activity G. Another approach to using television as a resource is to videotape programs and bring them into the classroom for analysis and discussion. One suggestion is to videotape The Waltons, which portrays the extended family and the role of grandparents. For contrast tape another program featuring a nuclear family. Play both programs in class and have students discuss the role of grandparents and the values that are reflected with and without grandparents in the family.* The Waltons, representing a rural family of the 1930s, might serve as a good departure point for discussion on what has been happening to the American family as the family farm declines and the young move away and how this development affects the elderly.

Activity H. Another good resource for the study of stereotypes is advertising, especially in television commercials and in magazines and newspapers. Analysis of advertising can be especially useful to demonstrate the youth orientation of our culture. One way to approach the subject is to distribute a variety of popular magazines with instructions to do the following:

1) Take a sheet of lined paper and divide it into seven vertical columns. Make the first column about two inches wide, the next five columns about one-half inch wide, and leave a wide column on the right.

2) At the head of the first column write "Product or Service." Head the five narrow columns with these abbreviations: "C" for child, "T" for teenager, "Y" for young adult, "M" for middle-aged, and "E" for elderly. At the top of the last column write "Stereotypes."

*Suggested by Baird Wieke, social studies Teacher at Shaker Heights Senior High School, Shaker Heights, Ohio.

3) Go through a magazine page by page and, for each advertisement in which people are featured, list in the first column the product or service advertised. In the next five columns place a checkmark for each age group represented by the people featured in the advertisement. In the right hand column list terms that come to mind to describe any stereotypes of age groups that you observe.

4) Study the results of your analysis, and on the back of your sheet(s) list any conclusions you can draw from this activity about the use of age stereotypes in advertising.

Follow-up discussion, in which the whole class shares its observations, might focus on such questions as:

1) Are there any general stereotypes of age groups that appear repeatedly in advertising a wide range of products and services?

2) What age groups appear most frequently and least frequently in advertisements?

3) Does age stereotyping in advertising reflect any values that are widely shared by our society and expressed in other ways besides advertising?

Simulation and Role Playing

Simulations and role playing are particularly useful methods through which students can gain insight into the economic, medical, and psychological problems common to the elderly. Although vicarious experience can never duplicate reality, it can at least approach reality and help to develop empathy and understanding. As illustrated below, it is often possible to turn activities into "doubleheaders" to accomplish two sets of objectives.

Activity I. Make a "doubleheader" out of Activity A to clarify personal values and, at the same time, to simulate the problem of hearing impairment by doing the following:

1) Put the instructions on a tape recording with a pause (STOP!) at the end of each instruction.

2) Control the volume so that a person with normal hearing can barely hear the instructions.

3) Have a small group of students use the tape in a classroom in which other activities create a normal noise level.

4) Instruct the students to stop the tape recording after each instruction and do what is asked before proceeding. Do not allow students to replay any part of the tape until they have finished.

Many students will find that they cannot complete the activity without turning to a classmate and asking, "What are we supposed to do?" Follow-up discussion might focus on questions such as:

1) Did you have difficulty hearing the recording? If so, what were your reactions?

2) Many older people have hearing impairments. Would this explain the behavior of some older people?

3) What might be done to help these hearing-impaired people?

Activity J. This activity is suggested for dealing with the problem of isolation and loneliness. To simulate the problem of visual impairment, the instructions can be deliberately printed very lightly. (This can be done by using a spirit duplicating machine with the pressure set very low or with the fluid resorvoir about empty.) Place the student in a darkened area with minimum light and shades or curtains drawn.

To simulate visual problems resulting from cataracts, borrow some safety glasses from the Industrial Arts or Science Department and coat them with opaque tape leaving only a narrow slit open in the center. Using this technique, have the students work in a normally lighted room.* Have students read the case of Mr. James Jones and follow the instructions below.

1) Take a sheet of lined paper and at the left of each line write numbers to represent one hour of time from 6:00 a.m. to 12:00 p.m. (For example, 6-7, 7-8, 8-9 . . .)

2) After reading the case of James Jones, try to put yourself in his place and fill out a schedule of how you would use your time in a typical day.

*The idea of using taped safety glasses to simulate cataracts was developed by Chris Castendyk, teacher of social studies at Tantasqua Regional High School, Sturbridge, Massachusetts.

Mr. James Jones is 74 years old and has been retired for the past nine years. After his wife died 12 years ago, he sold their home of 35 years and moved to a three-room efficiency apartment consisting of a bedroom, living room with dining area, and a kitchen, all located on the second floor of a two-family house. While his apartment is small, it is warm and comfortable, and he has modern furniture, including a small color television set and an AM/FM radio. His apartment is within a half-mile walk to stores and a small park.

Mr. Jones suffered his second heart attack six years ago, and he must take four doses of medication each day. He also broke his hip two years ago and, as a result, must use a walker to get around. His sight and hearing have been failing for the past few years, so he has some difficulty reading and talking on the phone. Mr. Jones has not been able to drive for the past two years. He wishes he could drive, since his two married daughters live with their families about 30 miles away, but are only able to visit once or twice a month.

In spite of his medical problems, Mr. Jones generally feels well and his mind is sharp. Like many elderly people, he sleeps very lightly at night for about five or six hours and is usually awake at 6:00 a.m.

Many students find it impossible to complete this assignment, and when they do complete it the amount of time designated for television viewing is often noticable. Follow-up discussion might begin with questions such as:

1) What were your reactions to the lightly inked paper and/or the taped glasses? How did these circumstances affect your reading performance?

2) Many older people have vision impairments. What daily difficulties might they encounter because of this?

A values orientation can be given to this activity by asking:

1) Would Mr. Jones be better off in a nursing home?

2) What responsibilities do you think Mr. Jones' daughters have to him?

Another profitable follow-up would be to have students find out what special provisions are made for people like Mr. Jones in an elderly housing project.

Activity K. Have a skilled make-up person come to class and make up one of the class members to be an old person. Have the make-up person explain what he is doing while he is doing it. Take pictures of the process and later post them in the room to show the transformation. For added

incentive, have the made-up person go the the school library or cafeteria with others in the class to observe the reactions of the students.*

To spark discussion the following questions might be asked:

1) What were your reactions to the transformation of your classmate?
2) Envision your appearance at the age of 65. How would you describe yourself (stately, feeble, distinguished, wrinkled)?
3) Did the students in the library or cafeteria react differently to this made-up person than they would have reacted if that person appeared as a young student? If so, what were their reactions?

Activity L. To simulate the problems of physical immobility that might come with an injury like a broken hip, bring a walker to class and have students follow a pre-arranged route through the classroom going around desks, chairs, and so forth. Require that the walker not be raised more than one inch from the floor and that the heel of one foot never be further ahead than the toes of the other foot.

This activity could be followed up by asking questions such as:

1) If you had an injury that would require you to use a walker, what daily difficulties might you encounter? How could you ease or overcome those difficulties?
2) Many older people need assistance to get around. How are their lives affected by their physical immobility?
3) In what ways could these people be helped?

Activity M. One of the most persistent problems of many of the elderly is to make ends meet, since their pensions are often paid only once a month and are usually considerably less than their income before retirement. The following activity is designed to give students some appreciation for the difficulties of living on a fixed income, especially in a time of inflation. Students will be interested to know that the situation is not hypothetical. The information was provided by an elderly widow living in Massachusetts in 1975, and the list of food prices was acquired from a supermarket in her community that same year.

*Suggested by Baird Wieke, social studies teacher at Shaker Heights Senior High School, Shaker Heights, Ohio.

(You may wish to put together your own data for this activity based on the circumstances of an elderly person in your own community.) Have students work individually or in small groups, and give them the following instructions and information:

1) Based on the information provided, make up a monthly budget for an elderly widow living alone. Allocate in your budget a monthly amount for each item.

2) Your budget must meet all basic expenses, but you can adjust the amounts spent for food and "extras" as you see fit.

Assets:

Property valuation (owns her home)	$26,000
Savings	3,500

(Note: under Massachusetts law, she cannot qualify for welfare unless she owns no property and has savings less than $1,500.)

Income:

Social Security	$109.80 per month
City pension	140.00 per month

Basic Expenses:

Water	36.00 per year
Heat	600.00 per year
Electricity	32.00 per month
Gas	6.00 per month
Telephone	18.00 per month
Charge account	15.00 per month
Medicare	13.00 per month
Real estate tax	980.00 per year
Life insurance	8.00 per month
Clothing and shoes	50.00 per year
Over-the-counter medication	220.00 per year

Extras:

Newspapers	12.00 per month
Movies	2.00 admission
Lunch out	2.00 per meal
Dinner out	3.50 per meal

(Note: She does not drive and any trips to supermarket, restaurant, or theater require taking a bus at 40 cents fare or a cab at an average fare of $2.00.)

Food prices:

margarine (½ lb. per week)	$ .79 per lb.
butter (½ lb. per week)	.89 per lb.
milk (3 quarts per week)	.40 per qt.

tea bags (100 per month)	1.49 per 100
coffee (2 lbs. per month)	1.30 per lb.
flour (5 lbs. per month)	1.09 per 5 lbs.
sugar (5 lbs. per month)	1.89 per 5 lbs.
bread (2 loaves per week)	.55 per loaf
steak	1.99 per lb.
hamburger	1.09 per lb.
pork chops	1.29 per lb.
chicken breast	1.29 per lb.
liver	.89 per lb.
hot dogs	1.29 per lb.
potatoes (5 lbs. per month)	.59 per 5 lbs.
catsup (1 bottle per two months)	.45 per bottle
cookies	.99 per pkg.
pastries	.89 per pkg.
eggs	.75 per doz.
cereal	.89 per pkg.
ice cream	1.09 per qt.
corn (4 cans per month)	.39 per can
peas (4 cans per month)	.35 per can
beans (4 cans per month)	.39 per can
toilet tissue	.73 per 4 rolls
paper towels	.57 per roll
facial tissues	.35 per box
soap	.52 per 4 bars
tuna fish	.75 per can
soda	.51 per bottle
fruit juice	.45 per quart
jelly	.69 per small jar
peanut butter	.65 per small jar
detergent	1.35 per small box
toothpaste	.69 per tube
cake mix	.79 per pkg.
crackers	.65 per box
salt	.16 per lb.
tomatoes	.60 per lb.
lettuce	.49 per head
onions	.69 per 2 lbs.
oranges	.14 each
apples	.98 per ½ doz.

(Note: Base your food budget on 21 meals per week plus snacks. This woman also likes to bake cakes, cookies, or pies once per week and likes to have meat with every meal.)

To follow up this activity, have students discuss the following:

1) Do you consider this woman to be "well off," "poor," or "destitute"? Why?

2) Make a list of your own priorities of things you would like to be able to do when you retire. Would you be able to do these things, given the financial circumstances of this woman?

3) Assume that the general rate of inflation for that year was 5 percent. Make out a new budget taking into account the rate of inflation with no increase in income. How will you meet the problem of inflation? What will you give up?

Students may be interested to know that the situation of the woman did change within one year of the time she provided the information. She sold her house and moved into a small apartment in the home of her son who is married and has two young children.

Using Human Resources

The direct use of human resources brings a completely new dimension to learning about aging. This is true when the people used as resources have experience in providing services for the elderly, but it is especially true when the people are, themselves, elderly. When the activities involve direct contact with the elderly, they do not necessarily have to be for the specified purpose of studying aging; they may be simply for the purpose of giving young people the opportunity to be with an older person and carrying on a dialogue.

Activity N. Arrange panel discussions in class with panelists who work with the elderly or provide services for them. Establish a specific topic or theme for each session, such as "Problems and Needs of the Elderly," "Community Services for the Elderly," or "What Does it Mean to be Over 65 in Our Town?" Choose panelists who fit the purpose, and limit the number of panelists in any session so that each will have adequate time to comment on the topic and respond to students' questions. Depending on the purpose, panelists might include:

social worker
administrator of a nursing home
clergyman
mortician
doctor
town nurse
director of senior citizen drop-in center
director of a "meals-on-wheels" or "hot lunch" program

administrator of welfare program
legislator
lawyer
persident of Golden Agers Club

Activity O. Have students conduct an oral history interview with an elderly person, taking notes on the discussion or recording it on tape for later analysis. Tape recorders are sometimes awkward and can be inhibiting to some people, but they offer the advantage of a complete record of the dialogue to which the student can return. Assign specific topics for interviews, such as recollections of a particular historical event or period, reminiscences of youth, or, for an immigrant, expectations and realities on coming to America. Have students carefully work out questions before conducting their interview in order to get the most out of their conversation. Give students the opportunity to discuss and compare their interviews in class, not only in terms of the information gained, but also in terms of their impressions of the experience.

Activity P. Identify elderly people in the community who practice some special craft or skill. Arrange for students to visit them in their home or shop or invite them to the classroom to demonstrate their skill and talk about what they do.

Activity Q. Arrange for a group of elderly people to visit the classroom for rap sessions with students. Proceed as follows:

1) Before the elders visit the class, have students do one or more of the activities suggested under "Exploring Values" (Activities A-D).
2) If possible, arrange for the guests to do the same activities before visiting class. Where necessary, revise the wording of the activity so that older people can explore their attitudes about youth (that is, change Activity B to read: "When I think of *young* people, I think of people who are . . .").
3) Print copies of some of the responses from both young and old (without names) and distribute them as points of departure for discussion in the rap sessions.
4) Before quests arrive, arrange furniture in the classroom for small rap groups of four or five with a mix of students and guests in each group.

5) At the end of the session, have each person anonymously complete two statements in writing: (1) "I learned that . . ." and (2) "I was surprised that . . ." Ask either the young people or the guests to put a checkmark in the corner of their papers.

6) Use samples of the completed statements for a follow-up discussion in the next class session, and compare the responses of students and guests.

Further Suggestions for the Elementary Grades*

1) Set up a bulletin board on "Older People" and have students bring in clippings they find in newspapers or magazines to be discussed and then posted.

2) Conduct field trips in which older citizens participate with the children.

3) Read stories about or including older people.

4) Ask an older person to make a tape recording of a story or a personal account from his/her own childhood. Use the tape recordings as an incentive by letting children go to a "listening station" after they have completed other assigned work.

5) Set up a display table with items the children have borrowed from their grandparents, especially items from the "olden days," such as toys, clothing, household items, tools, etc.

6) Hold a tea for grandparents in the classroom.

7) In honor of some holiday, have children make favors to be sent or brought by the children to a home for elderly people.

8) Have children interview their grandparents about some topic or historical event and then report to the class.

9) Sponsor a poster contest on "Young and Old Together."

10) Have children write a story on "How I hope to be when I am old."

11) Have children use a paper sack to make a mask of "How I may look when I'm 65," and discuss what their masks represent.

*Some of the suggestions listed for elementary grades were derived from a packet of materials entitled *Activities for Teaching About Aging: Primary and Intermediate Grades*, which was developed by the Teacher Education Program on Aging at Ball State University, Muncie, Indiana.

12) Have the children bring photographs of their grandparents to display and give each child time to describe his grandparents.

13) Have children interview their parents and grandparents to work out a simplified family tree.

14) Have the class adopt a "grandparent" from the community and include the grandparent in various activities through the school year.

15) Visit a local historical society or museum and arrange for older citizens to show the children around.

16) Make a collage mixing photos of young and old.

17) Have children act out a skit, which they might prepare themselves, involving children interacting with older people.

Chapter 5

Aging in the Curriculum

The case for teaching about aging in social studies has been established, and numerous ways for doing it have been suggested. Two questions remain: (1) How do we weave isolated activities into a curriculum, and (2) How do we know what we have accomplished? As with any curriculum planning, the first step should be to decide specifically what we want to accomplish. Then the job is to select or develop materials and activities that fit those purposes and construct evaluation instruments that are consistent with the goals.

Establishing Goals and Objectives

Specific purposes of educational plans about aging and the elderly may depend on such factors as the grade and ability level of the students, the subject-matter context into which a study of the topic is to be integrated, particular areas of student and teacher interest, and general characteristics of the community setting in which education will take place. Considering these and other relevant factors, general goals should be set from which specific instructional objectives can be prepared. Some general goals that might be considered are:

1) To develop an awareness of the elderly as a rapidly growing segment of the population with special problems and needs.
2) To understand reasons for the rapid growth of the "over 65" generation and ways in which this phenomenon presents new prospects and problems for society.
3) To understand how problems of the elderly reflect changes in the family as an institution and how this, in turn, reflects other changes in American values.
4) To analyze economic, social, and political characteristics of American society that place many people over 65 at a disadvantage.
5) To become aware that "old age" for many people is a time of great activity and accomplishment.

6) To learn that people have many "ages," of which chronological age is only one.

7) To develop an appreciation for the opportunities provided by retirement and increased leisure.

8) To develop empathy and understanding of medical and psychological ailments common to the elderly, and to learn how these may be prevented and treated.

9) To learn how to prepare for old age medically, psychologically, and economically and to take advantage of the opportunities it offers.

10) To develop awareness of stereotypes of age groups, ways in which they are manifested in our culture, and how stereotypes can influence behavior.

11) To compare the status and role of the elderly in various cultures and learn how cultural patterns affect treatment of the elderly.

12) To provide opportunities for contact between age groups to foster mutual respect and understanding.

13) To become familiar with organizations and programs dedicated to the interests of the elderly and to consider the relative merit of various movements for reform.

14) To consider alternatives for the future which might offer the elderly better chances for a life of security and dignity.

Integration at all Grade Levels

Given the present state of the art, education about aging may have to be introduced in the form of special teaching units or short courses. At least these offer the opportunity for a concentrated effort to examine a specific set of issues related to the topic. Unfortunately, such efforts are most likely to have limited exposure to selected students at particular grade levels.

Ideally, education about aging, like aging itself, should go on through life from the cradle to the grave. It should be incorporated into the total K-12 curriculum for all students. Furthermore, education about aging should deal with the whole life spectrum, rather than simply with the elderly, which has been the focus of this paper.

However, if we wait until we can develop the ideal curriculum we will never begin. It is with these considerations in mind that the following plan for a minicourse in social gerontology is presented, not as *the* model, but only as *a* model for getting started.

Minicourse in Social Gerontology

This minicourse was offered in 1975 at Acton-Boxborough Regional High School (Acton, Massachusetts) for 45 junior and senior students in anthropology and sociology classes. Before the course began, the participation of 16 senior citizens from the community was arranged through the local Council on Aging.*

Before meeting with the students, the teachers held an orientation session for the senior citizens who had agreed to take part. We shared with them our reasons for conducting the minicourse and generally described what we had planned. Since none of us knew exactly what to expect, we warned them that they might be asked anything by the students (and they were!). We asked them to feel free not to respond to any question that was too personal, but when they did respond to be as frank and candid as possible (and they were!).

We also asked them to write anonymously a list of ten terms they might use to describe today's teenagers but did not tell them exactly what this was for. Their lists of terms indicated that, while some of them thought positively about young people, others shared negative images similar to those held by young people about the elderly. While some wrote terms like polite, inquisitive, alert, courteous, friendly, and thoughtful, others used expressions like ungrateful, liars, dirty, noisy, selfish, and rude.

Our two-week course began a few days later with only the students present for the first three days. The following is a schedule of the course with some reminiscences of the experience.

---

*In general, the term *senior citizen* has been avoided in this paper because it is somewhat euphemistic. However, in our minicourse we usually referred to our elder guests as senior citizens, partly because they preferred that term. Margaret Mead has suggested that the coining of the term senior citizen is an important addition to our language because it lends dignity to the status of older people.

Day 1--Student Orientation. Each student was given a class schedule, a set of assignments, and a list of resources that were available on reserve in the school and town libraries. Each student was required to perform some reading assignments in preparation for a test at the end of the course or to do a self-designed independent project that had been approved by one of the teachers. A variety of suggestions for independent projects were provided. For students opting for the reading assignments, one-half was left to personal preference--a wide variety of readings was provided.

After orienting the students, the remainder of the period was devoted to beginning some of the simulation activities which continued the next day.

Day 2--Simulation Activities. The room, a large, open-space area, was divided into four "stations." At each station, materials and instructions for one simulation activity were provided. (See "Simulations and Role Playing," Activities I, J, L, and M in Chapter 4.) Students were asked to begin at any station and, after completing the activity, to move to another as time allowed. Most students had time for at least two or three of the activities.

Day 3--Guest Speaker. Sister Eileen Driscoll, Educational Consultant for the Massachusetts Department of Elder Affairs, visited the class to give a slide lecture and respond to student questions.* The lecture illustrated the varying circumstances under which elderly people in the state live, and it emphasized both positive and negative aspects of aging. Sister Driscoll also described particular needs of the elderly and the services provided by her agency and other organizations.

Day 4--Rap Sessions. This was the first encounter between the students and the senior citizens. After brief introductions, the class was divided into small groups consisting of one senior citizen and three young people (see Activity Q under "Using Human Resources" in Chapter 4). Each group was provided with the list of terms that the elders and teenagers had used

*Massachusetts is the only state in the union to have a cabinet-level department devoted exclusively to the interests of the elderly. The department provides a wide range of services to elderly people in the state.

to describe the others' generation. Terms used by teenagers to describe the elderly were taken from the "status biographies" done by anthropology students prior to the minicourse (see Chapter 1). Terms used by the elderly to describe young people were from the activity done by the senior citizens in their orientation session.

Each group was asked to begin by discussing the perceptions of each other's generation, and then go on to discuss anything else that interested them. On this day, senior citizens were invited to return to class for any of the remaining activiites except Days 8 and 10, which were reserved for student activities. Almost all of the senior citizens came back every day.

When we first discussed in class the idea of holding a minicourse on aging that would involve bringing senior citizens into the classroom, the response from students was hardly overwhelming. Some students were eager to do it, and most were willing to "go along." A few made it obvious that they wanted no part of it, and two senior girls in particular looked as if they were going to be sick on the spot. Right after the first rap session, these same two girls came up to me after class looking very happy. One girl said, "Mr. Pratt, I think this is really going great, don't you?" The other said, "This is fantastic. I didn't think it was going to be any good at all, but you should do this every year." One of the girls said that this was one of the best days she had ever had in school.

Day 5--Guest Speaker. Representative Carol Amick, a young member of the Massachusetts Legislature with a special interest in problems of the elderly, visited the class to talk about pending legislation that would affect older people and how this legislation was faring in light of the state's budget crunch. It was interesting that the question-and-answer session following her talk was dominated by some of the senior citizens, and students were intrigued by the spontaneous debate that developed. They were amazed to learn that some of the older people vigorously opposed special state-operated programs for the elderly. When Representative Amick mentioned that one bill to subsidize meals for the elderly had been pigeonholed in committee, some students gasped as one of the older men remarked, "Good place for it!" His attitude was in sharp contrast to one elderly woman who had confided to students the day before, "Sometimes

it's difficult finding enough money to eat." In moments like these, stereotypes began to break down, and teenagers began to see the elderly as individual people with divergent and conflicting views.

Day 6--Rap Sessions. With the room arranged as it was for the first rap sessions, the composition of groups was changed to provide an opportunity to meet new people and discuss similarities between the situation of young and old, such as being told that you are "too young" or "too old" for something, feeling that others control your lives, and not having your opinions taken seriously. At the end of a lively period of discussion, all the participants were asked to complete anonymously the following two statements: (1) "I learned that . . .," and (2) "I was surprised that . . ." (See Activity Q under "Using Human Resources" in Chapter 4. Samples of participants' responses are given in Chapter 1.)

Day 7--Panel Discussion. The panel consisted of the town nurse, the director of the local Senior Citizen Drop-in Center, and the director of the Hot Lunch Program and Meals-on-Wheels. This helped to make students aware of the particular needs of elderly in the immediate community and special services provided for them (see Activity N under "Using Human Resources" in Chapter 4).

At the end of this period, the young people invited the senior citizens to be their guests at a luncheon in the classroom on Day 9.

Day 8--Feedback Session. This session, attended by students only, provided an opportunity for sharing information and impressions of the past several days. It was recognized in the discussion that contact with this particular group of senior citizens could be misleading, since most of these people were relatively healthy, active, and financially secure. Hopefully, through assigned readings and other activities the students had become aware that there is no "typical situation" for an elderly person. At least they had learned that being old does not have to be a "bad scene."

Unfortunately, we had unwittingly scheduled our feedback session for "Senior Skip Day," a very unofficial but very popular day off when many seniors head for the beach instead of school. Not many students showed up for class. One who predictably opted for the beach was a boy who, until this time, had never displayed any interest in school. He always

religiously "forgot" to do his homework and invariably tried to sleep through class. More than an hour after school was over, we were amazed to see this boy come into school specifically to find out if he could "bring anything for tomorrow's luncheon."

Day 9--Luncheon. The luncheon, hosted by the students, provided the one opportunity during the course for teenagers and guests to mingle as they pleased with no planned groups or structured activities, and everyone took advantage of this. In spite of the classroom setting, the atmosphere was like that of any successful party, except that this time it was not a party of peers. As the period ended, the freshmen coming into the room were clearly curious about this mix of young and old all enjoying each other's company.

Day 10--Evaluation. Students who had chosed to do an independent project turned them in, and those who had chosen to do reading assignments took a test that included objective questions on the required readings and subjective questions on the readings they had chosen. Results indicated that they had learned a great deal about the situation of the elderly and that the negative and stereotyped views that most of them began with had altered in favor of more positive--or at least more realistic--attitudes.

Evaluation

With the minicourse ended, the question we now faced was: Did it make any difference? For a brief time we had broken the ice and bridged the generation gap but did it make any lasting impression? We can't be sure since most of the students were seniors who graduated a few weeks later. Conducting the minicourse was a worthwhile venture but it is no substitute for a long-range curriculum plan that involves several (if not all) grade levels and is carefully evaluated over a long period of time.

A good plan of evaluation should involve both pretesting and posttesting. Some of the activities suggested earlier for exploring values might be used in this fashion if they were conducted both at the beginning and end of a study of aging. The following is a different kind of pre-

test, based on factual information.* This simple quiz has been used with student groups, with teacher workshops, and with elderly people in a conference. With all three groups, the results have been similar. Most people have scored from 25 to 50 percent correct. (Keep in mind that with four-choice questions, according to the law of averages, a person should be able to get 25 percent by pure guesswork. The reader who decides to check his own performance on this quiz will have the benefit of information provided in previous chapters.) An answer key is provided below.

Quiz on Aging and the Elderly

1) At the present time, people over 65 make up about _____ percent of the population of the United States.

   A. 3 B. 5 C. 10 D. 20

2) Out of the population of people who are "elderly" (over 65), what percentage of those people are over 75?

   A. 9 B. 17 C. 29 D. 38

3) Where do most of the elderly live?

   A. in rural areas

   B. in suburban communities

   C. in central cities

   D. evenly distributed among the above three

4) What percentage of elderly people live in institutions such as nursing homes or homes for the aged?

   A. 4 B. 12 C. 40 D. 60

5) In what section of the country do elderly people make up the largest percentage of the population?

   A. Western states--California, Arizona, Nevada, Oregon, Washington.

   B. Middle states--Texas, Oklahoma, Arkansas, Nebraska, Missouri.

   C. Northeastern states--New York, Pennsylvania, Delaware, Massachusetts, Connecticut, Rhode Island.

   D. Southeastern states--Florida, Georgia, the Carolinas.

---

*The quiz is self-designed but information used in the quiz was taken mainly from U.S. Department of Commerce, Bureau of the Census pamphlet, *We the American Elderly (We the Elderly American Series*, No. 10,) June 1973.

6) What percentage of people over 65 have completed high school?

A. 15 B. 27 C. 38 D. 56

7) According to the 1970 census, people who were over 65 and not living with a family had a median annual income of:

A. $4,958 B. $3,185 C. $2,413 D. $1,813

8) In comparing elderly men with elderly women, which of these is NOT true?

A. There are more elderly women than elderly men.

B. More elderly women live alone than do elderly men.

C. Most elderly men are married, but most elderly women are widows.

D. There are more elderly women in the work force than elderly men.

Answer Key

1. C	2. D	3. A	4. A
5. B	6. B	7. D	8. D

There are at least two ways in which a quiz like this may be used. One way would be to use it as a pretest and then incorporate the same questions into a posttest and evaluate the results in terms of information gained. (Of course, the specific questions used would depend on the content of the material studied.)

An alternate way of using the quiz is as an opener for discussion. After each person has completed the quiz, let each one "grade" his/her own paper. Ask for volunteers to give their own answers to each question and, after brief discussion, announce the correct answer. These items have been selected because each tells something significant about the elderly in American society. Usually, both right and wrong answers will open discussion on the "whys and wherefores."

Forms of posttesting will depend on the specific content and topics of study but they should be related directly to the original goals and objectives. Simple objective questions, like those used in the above pretest, will serve the purpose of measuring recall of specific information. More complex and subjective questions will be required for evaluating the learner's insight into the subject. Frequently this can be done by taking a general goal or objective and turning it into a question. For example, using the general goals set forth earlier in this chapter, questions like the following may be used:

1) List and describe three problems of American society today that result from the rapidly growing population of elderly people. (Goal 1)

2) What changes in the American family over the past century have affected the situation of the elderly? Explain what has caused these changes and specifically how they affect older people. (Goal 3)

3) Of the elderly persons we have studied, which do you think represents the most desirable model for "old age"? Explain why. (Goal 5)

4) What are some things you expect to be able to do in retirement that you cannot do now? Explain why, and describe some things you can do while young to make possible the things you want to do in retirement. (Goals 7 and 9)

5) Compare the status and role of the elderly in our society with the situation of elderly people in [*name another society*]. How can the differences be explained in terms of the cultural patterns of the two societies? (Goal 11)

6) Describe three major reform efforts on behalf of the elderly. For each one, tell why you think that reform is well-advised or ill-advised in the long run. (Goal 13)

In the process of evaluation, we should not be led into the trap of thinking that student performance on a test is any sure indication of subsequent behavior. In his classic study, *The Nature of Prejudice*, Gordon Allport long ago demonstrated that prejudice and discrimination are not the same thing--that what we say and think is not necessarily what we do (Allport 1954). Ideally, the way to measure the success of teaching about aging and the elderly would be to observe the behavior of our students as they go through life. How do they relate to the elderly? How do they "grow old" themselves? Like everything else in education, teaching about this topic carries with it a lot of assumptions about the relationship between learning in school and actions beyond the school. But again, if the ideal is not within reach, is that a reason for doing nothing?

References

Activities for Teaching About Aging: Primary and Intermediage Grades. Muncie, Indiana: Ball State University, Teacher Education Program, n.d.

Allport, Gordon. *The Nature of Prejudice.* Reading, MA: Addison-Wesley, 1954.

Bowen, Kathy. "The Aged." Research paper written for a course in anthropology, Acton-Boxborough Regional High School, January 12, 1976.

Butler, Robert N. *Why Survive? Being Old in America.* New York, NY: Harper and Row, 1975.

"City's Elderly Fight Ailments and Economics to Survive," *New York Times* (June 30, 1969) 33.

"The Courts Reinterpret Old-age Discrimination," *Business Week* (February 24, 1976).

Fozard, James L. and John C. Thomas, Jr. "Psychology of Aging: Some Basic Findings and Some Psychiatric Applications." In *Modern Perspectives in the Psychiatry of Old Age,* John G. Howells, ed. New York, NY: Brunner/Mazel, 1975.

Harrington, Michael. *The Other America.* Baltimore, MD: Penguin, 1962.

"How to Fight Age Bias," *Ms.* (June 1975).

Kahana, Yoram. "The California King-Maker . . . Queens, Bishops, Knights, Pawns, Too." *Retirement Living,* 14:9 (September 1974) 50-52.

Lindsay, Inabel B. *The Multiple Hazards of Age and Race: The Situation of Aged in the United States.* Working paper prepared for U.S. Senate Special Committee on Aging, 91st Congress, September 1971.

"New Outlook for the Aged," *Time* (June 2, 1976).

Smith, Gary R. *Aging.* Denver, CO: Denver University, Graduate School of International Studies, Center for Teaching International Relations, n.d.

Thomas, Jack. "Between Monthly Checks, He Must Beg." *The Boston Globe* (October 31, 1973) 1, 22.

U.S. Department of Commerce. Release No. CB75-260, *U.S. Department of Commerce News* (February 24, 1976).

U.S. Department of Commerce, Bureau of the Census. *Social and Economic Characteristics of the Older Population.* Current Population Reports, Special Studies Series P-53, No. 57. November 1975.

U.S. Department of Commerce, Bureau of the Census. *We the American Elderly.* No. 10, *We the Elderly American Series.* June 1973.

Resources for Teaching and Learning

Materials for the Classroom

Activities for Teaching About Aging, Primary and Intermediate Grades. Teacher Education Program on Aging, Teachers College Annex, Ball State University, Muncie, IN 47306. 70 pp. Contact the program for information on availability and cost.

A packet of activities for teaching about aging in various subject areas including Language Arts, Social Studies, Mathematics, Science and Health, Physical Education, Music, and Art.

Aging by Gary R. Smith. Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, CO 80210. 93 pp. $4.00 per unit.

An experimental unit in a series of Comparative Study Units. (The series also includes a unit on *Death: A Part of Life.)* Contains 18 sets of activities for teaching about aging. Most activities are best suited to the secondary level, but some might be used or adapted to the upper elementary level.

America's Aged: The Forgotten Many. Current Affairs Films, 527 Madison Ave., Box 72, New York, NY 10022. $22.00.

A color sound-filmstrip with cassette and teacher's guide. Deals with problems of the elderly in American society, reasons for the problems, and possibilities for the future.

Bradbury, Wilbur and the editors of Time-Life Books. *The Adult Years.* Little, Brown, 200 West St., Waltham, MA 02154. 1975. 176 pp. $3.95 paper.

Although not designed as a text, this authoritative and beautifully illustrated book would serve as an excellent text for high school courses dealing with the phases of life from childhood to death.

Cycle: An Interaction Unit. Interact, P.O. Box 262, Lakeside, CA 92040. $12.00.

Based on the theories of Erik Erikson, this simulation game helps students understand the relationship between people's behavior and their particular life stages. The game is designed for 25-35 players and three weeks playing time. Materials include 35 student guides and a teacher's guide.

Dolloff, Phyllis B. and Miriam R. Resnick. *Patterns of Life: Human Growth and Development.* Charles E. Merril, 1300 Alum Creek Dr., Columbus, OH 43216. 1972. Student text, $5.85; teacher's manual, $1.35.

A high school text using an inquiry and interdisciplinary approach to "aid each student in finding his own answers to today's problems of interpersonal, and particularly familial, relationships."

The Ending. Schloat Productions, A Prentice-Hall Company, 150 White Plains Rd., Tarrytown, NY 10591. Filmstrip with Program Guide and record, $23.00; with cassette, $26.00.

A color sound filmstrip avialable with either record or cassette. Portrays the needs and attitudes of the elderly and the "wall of fear that emerges between people of diverse ages." Story centers on a young girl who takes time to help an old man home on a hot day.

Family Feelings. Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019. $57.75.

A set of five sound color filmstrips with either records or cassettes. Titles: Harvey's Hideout, Ronnie, The Grown-Up Day, Your Family Tree, Grandparents are to Love.

The Future of the Family. Guidance Associates, 757 Third Ave., New York, NY 10017. Two filmstrips with Discussion Guide and records, $41.50; with cassettes, $46.50.

Two color sound filmstrips dealing with the strucutre of families and the roles of family members in the past, present, and future.

How Would You Like to Be Old? Guidance Associates, 757 Third Ave., New York, NY 10017. Two filmstrips with Discussion Guide and records, $41.50; with cassettes $46.50.

Two color sound filmstrips. Part I deals with problems of the elderly in society. Part II illustrates the "creativity and vigor which *can* mark later years" and "underscores the special understanding often shared by aged people and the young."

Living with Aging. Documentary Photo Aids, P.O. Box 956, Mount Dora, FL 32757. $17.00.

A set of 28 photo aids, 11" x 14", through live photographs and cartoons, presents the problems of the elderly in society. (Teacher's guide included.)

Living with Dying. Documentary Photo Aids, P.O. Box 956, Mount Dora, FL 32757. $16.00.

A set of 24 photo aids, 11" x 14". Series of photographs made by the grandsons of Frank Tugend during the last three weeks of his life after he decided to die.

Living with Dying. Sunburst Communications, Inc., Deerfield Ave., Pound Ridge, NY 10576. $45.00.

Two color sound filmstrips. *Part I - Immortality* explains the human life cycle and presents death as a natural part of the cycle. Also deals with ways in which people approach the finality of death including various ideas about afterlife or immortality. *Part II - Acceptance* deals with how we first become acquainted with death as children, how our culture encourages a denial of death, and how we can learn to accept death as part of the life cycle.

Our Elders: A Generation Neglected. Prentice-Hall Media, ServCode HB 26, 150 White Plains Rd., Tarrytown, NJ 10591. $45.00.

Two color sound filmstrips by Associated Press. Examines the problems of the elderly from the standpoint of American attitudes and values which lead to social neglect and economic discrimination. Two color filmstrips with Teacher's Guide and either records or cassettes.

U.S. Department of Commerce, Bureau of the Census. *We the American Elderly.* (No. 10, *We the American Elderly* Series.) June 1973. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

A 15-page booklet containing statistical graphs with brief explanatory texts describing the current situation of the elderly in terms of marital status, sex, standard of living, income, education, etc. Contains an excellent multitone map of the United States showing distribution of population by age groups.

When Parents Grow Old. Learning Corporation of America, 1350 Avenue of the Americas, New York, NY 10019. $270.00; three-day rental, $25.00.

A 15 minute color 16mm film excerpted from *I Never Sang for My Father* starring Gene Hackman and Melvyn Douglas. Deals with the theme of responsibility to aging parents and conflict with personal goals.

Film Guides

Film Forum. KWIC Training Resources in Aging Project, Center for the Study of Aging and Human Development, Duke University, Box 3003, DUMC, Durham, NC 27710. 10 pp. $1.50.

An evaluation report on 23 films on aging including film profiles provided by users.

Films on Aging (AoA). Stock No. 1762-00071. U.S. Government Printing Office, Washington, DC 20402. 60¢.

Neiswender, Margaret E., comp. *About Aging: A Catalog of Films.* Ethel Percy Andrus Gerontology Center, University of Southern California, University Park, Los Angeles, CA 90007. 88 pp. $3.25.

Materials for Teachers

Atchley, Robert C. *The Social Forces in Later Life: An Introduction to Social Gerontology.* Wadsworth Publishing Company, Belmont, CA 94002. 341 pp. $11.95.

An authoritative, but very readable text providing excellent background information for the teacher. Might also be used as a student text with capable students at the senior level.

Cameron, Marcia J. *Views of Aging: A Teacher's Guide.* Institute of Gerontology, University of Michigan, 543 Church St., Ann Arbor, MI 48104. 179 pp. $5.50.

Garner, Van Hastings. *Oral History: A New Experience in Learning.* Pflaum/Standard, 38 West Fifth St., Dayton, OH 45402. 91 pp. $2.95.

Detailed guide to using oral history based on the author's own experiences in the classroom.

Keyword Index to Training Resources in Aging. KWIC Training Resources in Aging Project, Center for the Study of Aging and Human Development, Duke University, Box 3003, DUMC, Durham, NC 27710. Contact the program for information on availability and cost.

A cumulative index to training materials for designers and planners of training in the field of aging. Developed in conjunction with the Key Word Indexed Collection (KWIC) Training Resources in Aging Project.

Oral History in the Classroom. Social Studies School Service, 10,000 Culver Blvd., Culver City, CA 90230. Free.

An eight-page teacher's guide.

Publications for the Elderly

AARP News Bulletin. Published monthly (except August) by the American Association of Retired Persons, 1909 K Street NW, Washington, DC 20049. Subscription included in $2.00 annual membership fee.

Aging. Published monthly (every other month for Jan/Feb, July/Aug, Nov/Dec) by the Administration on Aging (HEW). Annual subscription, $5.05. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Modern Maturity. Published every other month by the American Association of Retired Persons, 1909 K Street NW, Washington, DC 20049. Subscription included in $2.00 annual membership fee.

Retirement Living. Published monthly. $6.75 a year, .75¢ a copy. Order from *Retirement Living,* 150 East 58th Street, New York, NY 10022.

Journals

Current Literature on Aging. Published quarterly by the National Council on the Aging, 1828 L Street NW, Washington, DC, 20036. $5.00 a year, $2.00 a copy.

International Journal of Aging and Human Development. Published monthly by Baywood Publishing Company, Inc., 43 Central Drive, Farmingdale, NY 11735. $35.00 a year.

Journal of Gerontology. Published every other month by Gerontological Society, 1 Dupont Circle, Washington, DC 20036. $26.00 a year, $6.00 a copy.

Perspective on Aging. Published every other month by the National Council on the Aging, 1828 L Street NW, Washington, DC, 20036. Free to members, $2.00 per issue to others.

Organizations

Administration on Aging
HEW South Building, Rm. 3609
Third and C Streets, SW
Washington, DC 20201
(202) 655-4000

American Association of Retired Persons and
National Retired Teachers Association
1909 K Street, NW
Washington, DC 20049
(202) 872-4700

Gray Panthers
3700 Chestnut Street
Philadelphia, PA 19104
(215) 387-0918

Jewish Association for Services for the Aged
222 Park Avenue, South
New York, NY 10003
(212) 677-2530

KWIC Training Resources in Aging Project
Center for the Study of Aging and Human Development
Duke University
Box 3003, DUMC
Durham, NC 27710
(919) 684-3058

National Council of Senior Citizens
1911 K Street, NW
Room 202
Washington, DC 20005
(202) 783-6850

National Council on the Aging
1828 L Street, NW
Washington, DC 20036
(202) 223-6250

Retired Senior Volunteer Program
ACTION
806 Connecticut Avenue, NW
Washington, DC 20525
(202) 655-4000

Books

Altmeyer, Arthur J. *The Formative Years of Social Secutiry.* Madison, WI: University of Wisconsin Press, 1966. $4.70.

Armour, Richard W. *Going Like Sixty, A Lighthearted Look at the Later Years.* New York, NY: McGraw-Hill Book Company, 1974. $5.95.

Atchley, Ropert C. and Seltzer, Mildred M. *Developing Educational Programs in the Field of Aging, rev. ed.* Oxford, OH: Scripps Foundation Gerontology Center, Miami University, forthcoming 1977.

Bier, William C. *Aging: Its Challenge to the Individual and Society.* Bronx, NY: Fordham University Press, 1974. $12.50.

Beauvoir, Simone de. *The Coming of Age.* Trans. by Patrick O'Brian. New York, NY: G.P. Putnam's Sons, 1972. $10.00.

Blau, Zena Smith. *Old Age in a Changing Society.* New York, NY: Franklin Watts, Inc., 1973. $9.95 hardcover, $2.95 paperback.

Burgess, Ernest W. *Retirement Villages: New Living Patterns for the Later Years.* Ann Arbor, MI: University of Michigan, 1961.

Butler, Robert N. *Why Survive? Being Old in America.* New York, NY: Harper & Row Publishers, 1975. $15.00.

Coles, Robert. *The Old Ones of New Mexico.* Photography by Alex Harris. Albuquerque, NM: University of New Mexico Press, 1975. $7.95.

Cooley, Leland F. and Cooley, Lee M. *How to Avoid the Retirement Trap.* Plainview, NY: Nash Publishing Company, 1972. $7.95. (Popular Library Edition, paperback, 1973, $1.50.)

Curtin, Sharon R. *Nobody Ever Died of Old Age.* Boston, MA: Atlantic Monthly Press, 1973. $6.95. (Little, Brown and Company, paperback, $2.95.)

Dickinson, Peter. *The Fires of Autumn: Sexual Activity in the Middle and Later Years.* New York, NY: Drake Publishers, Inc. $8.95.

Felstein, Ivor. *Living to be a Hundred: A Study of Old Age.* New York, NY: Hippocrene Books, Inc., 1973. $5.95.

Foley, Mildred G. *Something Wonderful Happens When R.S.V.P. Comes into a School.* Ohio Commission on Aging, 34 North High St., Columbus, OH 43215. Single copies free (for information on bulk orders write: Federal Building, 85 Marconi Blvd., Room 404, Columbis, OH 43215.)

Fritz, Dorothy B. *Growing Old is a Family Affair.* Atlanta, GA: John Knox Press, 1972. $2.95 paperback.

Garvin, Richard M. and Burger, Robert E. *Where They Go to Die: The Tragedy of America's Aged.* New York, NY: Delacorte Press, 1968. $4.95.

Grollman, Earl A., ed. *Concerning Death: A Practical Guide for the Living.* Boston, MA: Beacon Press, 1974. $7.50 hardcover, $3.95 paperback.

Hersey, Jean and Robert Hersey. *Change in the Wind.* New York, NY: Charles Scribner's Sons, 1972. $6.95.

_____ and _____. *These Rich Years, A Journal of Retirement.* New York, NY: Charles Scirbner's Sons, 1969. $5.95.

Huychk, Margaret Hellie. *Growing Older.* Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974. $6.95 hardcover, $2.65 paperback.

Chown, Sheila M. ed. *Human Ageing, Selected Readings.* New York, NY: Penguin Books, 1972.

Jonas, Doris and David Jonas. *Young Till We Die.* New York, NY: Coward, McCann & Geoghegan, Inc., 1973. $6.95.

Kaminsky, Marc. *What's Inside You It Shines Out of You.* Jewish Association for Services for the Aged, 222 Park Ave. South, New York, NY 10003. 1974, $7.95.

Kart, Cary S. and Barbara B. Manard, eds. *Aging in America, Readings in Social Gerontology.* New York, NY: Alfred Publishing Company, 1976. $8.95.

Kleyman, Paul. *Senior Power: Growing Old Rebelliously.* San Francisco, CA: Glide Urban Center Publications, 1974. $3.95 paperback.

Knopf, Olga. *Successful Aging: The Facts and Fallacies of Growing Old.* New York, NY: Viking Press, 1975. $8.95.

Kübler-Ross, Elisabeth. *On Death and Dying.* New York, NY: Macmillan and Company, 1969. $7.95 hardcover, $1.95 paperback.

Legler, Henry. *How to Make the Rest of Your Life the Best of Your Life.* New York, NY: Simon and Schuster, 1967. $5.95.

Lewis, Alfred Allan with Barrie Berns. *Three Out of Four Wives, Widowhood in America.* New York, NY: Macmilland and Company, 1975. $7.95.

May, Edgar. *The Wasted Americans.* New York, NY: Harper & Row, Publishers, 1964. $4.50.

Mendelson, Mary A. *Tender Loving Greed: How the Nursing Home Industry Exploits America's Old People.* New York, NY: Alfred A. Knopf, Inc., 1974. $6.95.

Miller, Henry. *On Turning Eighty.* Snata Barbara, CA: Capra Press, 1972. $2.50.

Moss, Gordon and Walter Moss, eds. *Growing Old.* New York, NY: Pocket Books, Inc., 1975. $1.50.

Nouwen, Henri J.M. and Walter J. Gaffney. *Aging - The Fulfillment of Life.* Photographs by Ron P. Van Den Bosch. Garden City, NY: Doubleday & Company, Inc., 1974. $6.95 hardcover, $2.45 paperback, 1976.

Palmore, Erdman, ed. *Normal Aging 1: Reports from the Duke Longitudinal Study, 1955-1969.* Durham, NC: Duke University Press, 1970. $13.75.

_____. *Normal Aging 2: Reports from the Duke Longitudinal Study, 1970-1973.* Durham, NC: Duke University Press, 1974. $14.50.

Percy, Charles H. *Growing Old in the Country of the Young.* New York, NY: McGraw-Hill Book Company, 1974. $7.95.

Poe, William D. *The Old Person in Your Home.* New York, NY: Charles Scribner's Sons, 1969.

Puner, Morton. *To the Good Long Life: What We Should Know About Growing Old.* New York, NY: Universe Books, 1974. $7.95.

Rosow, Irving. *Social Interaction of the Aged.* New York, NY: The Free Press, 1967. $9.95.

The Right to Die: Decision and Decision Makers, Proceedings of Symposium No. 12. Group for the Advancement of Psychiatry, Inc., 419 Park Avenue South, New York, NY 10016, 1973. $3.50.

Russ, Lavinia. *A High Old Time or How to Enjoy Being a Woman Over Sixty.* New York, NY: Saturday Review Press, 1972. $6.95.

Sears, Robert R. and Shirley S. Feldman, eds. *The Seven Ages of Man.* Los Altos, CA: William Kaufman, Inc., 1973. $7.95 hardcover, $3.50 paperback.

Saul, Shura. *Aging: An Album of People Growing Old.* New York, NY: John Wiley & Sons, Inc., 1974. $4.95 paperback.

Smith, Bert Kruger. *Aging in America.* Boston, MA: Beacon Press, 1973. $8.95.

Stehouwer, W. *Old People in Three Industrial Societies.* Chicago, IL: Aldine Publishing Company, 1968.

Stonecypher, D.D., Jr. *Getting Older and Staying Young.* New York, NY: W.W. Norton and Company, Inc., 1974. $8.95.

Swartz, Melvin Jay. *Don't Die Broke! A Guide to Secure Retirement.* New York, NY: Macmillan and Company, 1975. $3.95.

Townsend, Claire. *Old Age, The Last Segregation: The Report on Nursing Homes.* (Ralph Nader's Study Group Reports) New York, NY: Grossman Publishers, 1971. $6.95.

Articles

"Aging: Primitives Handle it Better." *Science Digest* (March 1976) 16-18.

Butler, Robert N. "The Facade of Chronological Age." *American Journal of Psychiatry,* 119, 721-728, 1963.

"The Courts Reinterpret Old-Age Discrimination." *Business Week,* February 24, 1976, 91.

Davis, Catherine Clayton. "Fairhaven's Senior Freshmen." *American Education* (May 1975), 6-10.

"The Discarding of Mrs. Hill." *Ladies Home Journal,* (February 1976) 58-64.

Dorman, J. Anderson. "Growing Old in the Year 2025." *Science Digest,* (February 1976) 88-90.

"Elderly, Young, Need Separation in Public Housing, Says Study." *Aging* (June-July 1974) 9.

Fliegler, Howard. "We're Showing Our Age." *U.S. News & World Report,* February 23, 1976, 80.

Galston, Arthur W. "In Search of the Antiaging Cocktail." *Natural History* (March 1975) 14-19.

"Getting Rid of 65-and-Out." *Business Week,* March 1, 1976, 60-61.

Goldsmith, Jack and Noel E. Tomas. "Crimes Against the Elderly: A Continuing National Crises." *Aging* June-July 1974) 10-13.

"Good Alternatives to Nursing Homes." *Good Housekeeping* (October 1975) 169.

Gray, Robert T. "Will the Social Security Bubble Burst?" *Reader's Digest* (May 1975) 147-151. Adapted from *Nation's Buisness,* November 1974.

Halsell, Grace. "Valley of Life." *Américas* (January 1976) 31-36.

Hayflick, Leonard. "Current Theories of Biological Aging." *The Gerontologist,* 14, 1974, 352.

"Helping the Elderly: What Fight is About." *U.S. News and World Report,* February 23, 1976, 71.

Hill, Robert B. "A Profile of the Black Agen" In *Occasional Papers in Gerontology.* Ann Arbor: University of Michigan-Wayne State University. 1971.

"How Long Will You Live?" *Good Housekeeping* (October 1975) 170.

"How the Changing Age Mix Changes Markets." *Business Week,* January 12, 1976, 74-78.

"How to Fight Age Bias." *Ms.* (June 1975) 91. (Related articles follow.)

"How to Get Old and Do It Right." Series of articles. *Esquire* (April 1975) 73-87ff.

Howland, Bette. "Golden Age." *Commentary* (April 1975) 51-59.

Jury, Mark. "The Nobility In Our Gramp's Decision to Die." *Today's Health* (January 1975) 18-23 and 62.

Jury, Mark and Dan Jury. "Gramp." *Psychology Today* (February 1976) 57-63.

Leaf, Alexander. "Every Day Is a Gift When You Are Over 100." Launois. *National Geographic* (January 1973) 93-119.

"Life for the Elderly in 1975 - Many are Hungry and Afraid" *U.S. News and World Report*, February 10, 1975, 48-51.

Mead, Margaret. "Grandparents as Educators." *Education Digest* (March 1975) 19-22. Condensed from *Teachers College Record*, December, 1974.

Morgan, Charles. "Seniors Step Forward." *American Education* (November 1975) 6-9.

"Muggers Beware! Teaching Old Folks New Tricks." *Ladies Home Journal* (September 1975) 71.

"New Outlook for the Aged," *Time*, June 2, 1975, 44-51.

"Opsimathy--Something to Look Forward To." *Psychology Today* (June 1975) 100-101.

"The Pain of Standing on Your Own Two Feet." *Harpers* (February 1975) 11.

Quint, James V. and Bianca R. Cody. "Preeminence and Mortality: Longevity of Prominent Men." *American Journal of Public Health* 60, 1970. 1118-24.

Sainer, Janet S. "Reaching Out." *Aging* (November-December 1974) 20-23.

"The Scandinavian Experience in Health and Social Services for the Elderly." *Aging* (April 1975) 10-12.

"The Spreading Scandal in Nursing Homes." *U.S. News and World Report*, March 31, 1975, 21-23.

"Wanted: Retirees for Useful Volunteer Work." *Changing Times* (March 1976) 35-37.

"You're in The News." *Modern Maturity* (October-November 1975) 8-9.

U.S. Government Publications

The following are available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Economics of Aging: Toward a Full Share in Abundance. U.S. Senate Special Committee on Aging, December, 1970. $1.00.

Legal Problems Affecting Older Americans. A report prepared by Legal Research and Services for the Elderly, National Council of Senior Citizens for the U.S. Senate Special Committee on Aging. April 1971. $o.25.

Back to Work After Retirement. Manpower Administration, U.S. Department of Labor. Stock No. 2900-0130. $0.60.

Older Americans Are a Natural Resource. Office of Human Development, Administration on Aging, U.S. Department of Health, Education, and Welfare. Stock No. DHEW (OHD/AoA) 74-20810. $o.40.

Planning for the Later Years. Social Security Administration, 1973. Stock No. 0-526-296. $0.80.

Post-White House Conference on Aging Reports, 1973: Towards a New Attitude on Aging. Report on the Administration's continuing response to the 1971 White House Conference on Aging. Stock No. 5270-01994. $5.20.

Social and Economic Characteristics of the Older Population, 1974. Current Population Reports, Special Studies Series P-53, No. 57. U.S. Bureau of the Census. $1.50.

Social Security Bulletin. Published monthly by the Social Security Administration. $10.45 a year, $0.95 per copy.

Some Recent Changes in American Families. Current Population Reports, Special Studies Series P-53, No. 52. U.S. Bureau of the Census. $0.55.

To Find the Way to Opportunities and Services for Older Americans. Office of Human Development, Department of Health, Education, and Welfare. DHEW Pub. (OHD) 75-20807. $0.70.

Toward a Brighter Future for the Elderly. President's Task Force on Aging, April, 1970. $0.35.

Toward a National Policy on Aging. Two volumes. Final Report of the 1971 White House Conference on Aging. Stock No. 1762-0069. $6.75 per 2 vol. set. Sold in sets only.

Working with Older People, Vol. I: The Practitioner and the Elderly. Health Resources Administration, U.S. Department of Health, Education, and Welfare. DHEW Pub. No. HRA 74-3116. $1.25.

Working with Older People, Vol. II: Biological, Psychological, and Sociological Aspects of Aging. Health Resources Administration, U.S. Department of Health, Education, and Welfare. DHEW Pub. No. HRA 74-3117. $1.25.

Resources from the ERIC System

Listed below is a sample of the many curriculum materials, guides, and articles related to teaching about aging and the elderly that can be foudn in the ERIC system.

Unless otherwise noted, each of these documents can be obtained in microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210. All orders must refer to the ED number and be accompanied by pre-payment, including postage. Fourth-class postage for the first 60 MF or first 60 HC pages is $0.21; each additional 60 fiche or pages of HC costs an additional $0.09. (There are 96 pages on one microfiche.)

Journal articles are assigned EJ numbers and can be obtained from the magazine publisher or in a library that subscribes to the journal.

If there is an ERIC microfiche collection in a nearby university library or school resource and service center, you might prefer to look over specific documents there before (or instead of) ordering.

ED 098 125. *Unit on Aging.* By Ann C. Paranya. 1974. 15 pp. EDRS Price: MF-$0.83; HC-$1.67 plus postage.

This unit on aging was prepared for use in high school sociology and marriage and family classes. The objectives of the course, which can be taught in four classroom sessions, are to help students: (1) become aware of the fact that older people are individuals, differing widely in attitudes and abilities, who do not necessarily conform to the popular stereotype; (2) assess realistically the problems that older people face in the United States; (3) identify local agencies that serve the elderly and learn of the services that they offer; (4) become aware that as life

expectancy increases, our society must make adequate provision for an increasing population of older citizens; and (5) develop a relationship with an older person or persons. Teaching strategies include class discussions, viewing of films, rap sessions with senior citizens, and panel discussions. The unit contains an outline of the course objectives, a unit outline describing classroom activities, and the positive results of the course evaluation by pupils, senior citizens, and teachers. A bibliography of books on aging is included.

ED 116 004. *Career Education Programs: Grades 7 and 8.* By Jerry Prosek and others. Pulaski, WI: Pulaski School District, 1975. 71 pp. EDRS Price: MF-$0.83; HC-$3.50 plus postage.

The Pulaski Community Schools have developed a career education curriculum that involves seventh and eighth graders in a year-long study of health, industrial arts, and business education. The Health Education Curriculum outlines 10 basic concepts and areas of study: social living, mental health, nutrition, tobacco, alcohol, drugs, hygiene, physical fitness, consumer health, and birth/aging process/death. Health Careers lists jobs in these areas and presents instructions for classroom activities, with an outline of elements to be studies in terms of each career area given. The Business Education Curriculum presents separate outlines for each grade with a two-page guide regarding specific texts and audiovisual aids not identified in full. Public service, communications and media, marketing and distribution, transportation, and business and office are covered in the seventh grade curriculum outline; job orientation and a review of clusters studies in seventh grade are in the eighth grade outline. The Industrial Arts Curriculum outlines separate curricula for each grade, with a two-page guide regarding a specific text, Exploring. The seventh grade outline covers natural resources, environmental, marine science, manufacturing, agri-business, transportation, construction, and a sample unit on agri-business, with the eighth grade curriculum adding a mini course in careers.

ED 119 181. *Thematic Units in Teaching English and the Humanities.* Sylvia Spann and Mary Beth Culp, eds. Urbana, IL: National Council of Teachers of English, 1975. 180 pp. EDRS Price: MF-$0.83; HC-$10.03 plus postage. (Also available from National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801. Loose leaf, $4.95 nonmembers, $4.50 members; with binder, $6.96 nonmembers, $6.50 members.)

This book is dedicated to the use of a humanistic, thematic approach to the teaching of English. The chapters deals with such topics as teaching poetry, teaching American folklore and tradition, and helping students achieve greater self-knowledge and self-understanding through using the "speaking voice" in oral and written communication. The book also contains units on filmmaking, media and the representation of life, death, utopia, the concept of the hero, individual conscience versus established authority, growing old, the world of the occult, sports literature, and the future. Each unit is written by a different teacher and contains the teacher's comments on the unit as well as an overview, the general objectives of the unit, and measures for evaluating the objectives of the unit. A daily lesson plan is delineated and resources for the units are listed.

ED 120 090. *You and Aunt Arie: A Guide to Cultural Journalism Based on "Foxfire" and Its Descendants.* By Pamela Wood. Washington, DC: Institutional Development and Economic Affairs Service, 1975. 212 pp. EDRS Price: MF-$0.83 plus postage. (Also available from Institutional Development and Economic Affairs Service, 1785 Massachusetts Ave. NW, Washington, DC 20036. $5.50.)

This guide, which is based on the Foxfire project (see SO 009 021 for project description), is full of practical suggestions to help secondary school students put together a magazine using stories from their own communities. Contents include the following: choosing a name for the magazine; how to organize staff; story ideas to choose from; sample questions to use in interviews with senior citizens; the camera as a journalist's tool, describing how to load the camera, shutter speeds, aperture, and the use of light meters; photocopying techniques; how to

use a tape recorder in interviews; filing systems for interview records and how to cross-index; sample of written agreement covering gift of tapes and records for historic preservation; step-by-step instructions and illustrations showing how to develop black-and-white film and make prints; technical advice about transcribing; how to write the story, with samples of stories written by high school students for other Foxfire magazines; how to edit; layout techniques and graphic art; proofreading signs, how to sell the magazine; and printing costs.

SO 009 379. *Comparative View of Aging.* By Gary R. Smith. Denver, CO: University of Colorado, Center for Teaching International Relations, 1975 Second Edition, Revised. 95 pp. EDRS Price: MF-$0.83; HC-$1.67.

Showing a variety of learned behavior about aging, activities in this unit are designed to help high-school students become aware that their views (preconceptions) on aging are not universally held. Objectives of the unit include achievement of global perspective on aging and its problems, understanding of the effects of population growth and economic development on behavior toward old people, and ability to suggest alternative futures for the elderly. A survey of students' opinions about old people is given at the beginning and end of the unit in order to determine if attitude change has occurred during the learning activities. Students are encouraged to go into the community to talk with elderly citizens, study the types of merchandise available to various age groups, and survey attitudes toward growing old in our society. Stereotypes of old people are identified in cartoons and greeting cards. Advertising is shown which instills values to stay young. Readings about other cultures point out differences in dealing with old people. For example, an African tribe abondons its elderly, whereas the Israeli kibbutz provides material security and group involvement.

EJ 070 318. "In Loco Grandparentis," By Mary Ellen Ianni and Margaret Pitcairn Strachan. *Instructor*, 82:6 (February 1973) 174-5.

Describes a seven-week unit on "Sensitivity to the Aging Process" for elementary students, and a program which utilizes retired persons as classroom aids.

EJ 126 928. "Aging: An Affective Study Based on Awakening Sensitivity to a Denominator Shared by Everyone." By Jacob L. Sussking. *Social Studies Journal*, 4:3 (Fall 1975 24-7.

Eight lessons for elementary students which increase sensitivity for the aging process are presented.